REPORT RESUMES

ED 017 555 UD 004 370

SPECIAL PROGRAMS FOR EDUCATIONALLY DEPRIVED CHILDREN UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, 1965-66. ANNUAL EVALUATION REPORT, VOL. 1.

TEXAS EDUCATION AGENCY, AUSTIN

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DESCRIPTORS- *COMPENSATORY EDUCATION PROGRAMS, *PROGRAM EVALUATION, *DATA, ACTION PROGRAMS (COMMUNITY), COOPERATIVE PROGRAMS, PRIVATE SCHOOLS, STATISTICAL DATA, EDUCATIONAL NEEDS, MEASUREMENT INSTRUMENTS, HANDICAPPED CHILDREN, TABLES (DATA), ACHIEVEMENT, PROGRAM ADMINISTRATION, SPECIAL SERVICES, FEDERAL PROGRAMS, ANNUAL REPORTS, INSTITUTES (TRAINING PROGRAMS), TEST RESULTS, ESEA TITLE 1

IN THE FIRST OF THE THREE SECTIONS OF THIS EVALUATION REPORT, GENERAL INFORMATION IS PRESENTED UNDER THE FOLLOWING RUBRICS--(1) OPERATION AND SERVICES, (2) DISSEMINATION OF INFORMATION, (3) EVALUATION, (4) MAJOR PROBLEMS AREAS OF STATE ADMINISTRATION, (5) IMPLEMENTATION OF SECTION 205 (A) OF TITLE I, (6) COORDINATION WITH COMMUNITY ACTION PROGRAMS, (7) INTERRELATIONSHIP WITH OTHER TITLES OF THE ELEMENTARY AND SECONDARY EDUCATION ACT AND WITH OTHER FEDERALLY FUNDED PROGRAMS, (8) COOPERATIVE PROJECTS BETWEEN DISTRICTS, (9) NONPUBLIC SCHOOL PARTICIPATION, (10) SUPPLEMENTARY MATERIALS. INCLUDED IN THE MORE COMPREHENSIVE SECOND SECTION ARE DESCRIPTIONS OF LOCAL EDUCATIONAL AGENCY PROBLEMS, PREVALENT ACTIVITIES AND SERVICES, STATE SCHOOLS FOR HANDICAPPED CHILDREN, EDUCATIONAL NEEDS, AND A GENERAL ANALYSIS OF TITLE I EFFECTIVENESS. THE FINAL SECTION CONTAINS DATA ON ATTENDANCE, DROPOUT RATES, HIGHER EDUCATION, RESULTS OF STANDARDIZED TESTS, THE OBJECTIVES AND STRATEGIES OF COMMONLY FUNDED PROJECTS, AND PROJECT EFFECTIVENESS. THE APPENDIXES CONTAIN INFORMATION ON A SUMMER INSTITUTE FOR TEACHERS AND OTHER RELEVANT MATTERS. ALTHOUGH PROBLEMS OF STAFFING, MATERIALS, AND FACILITIES SOMEWHAT HINDERED THE EFFECTIVENESS OF PROJECT ACTIVITIES, THE PROJECT WAS CONSIDERED GENERALLY SUCCESSFUL. READING INSTRUCTION, HEALTH AND PHYSICAL EDUCATION ACTIVITIES, AND FOOD AND WELFARE SERVICES ARE REPORTED TO BE THE MOST EFFECTIVE ACTIVITIES. (LB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ED017555

ANNUAL EVALUATION REPORT
SPECIAL PROGRAMS
FOR EDUCATIONALLY DEPRIVED CHILDREN
UNDER TITLE I OF THE
ELEMENTARY AND SECONDARY EDUCATION ACT
1965 – 66

UD 004 370

VOLUME I

Prepared by the
Evaluation Section

DIVISION OF COMPENSATORY EDUCATION
TEXAS EDUCATION AGENCY

November, 1966

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The Evaluation Section of the Division of Compensatory Education wishes to express appreciation for the continuous cooperation of staff members from several other divisions of the Texas Education Agency: Data Processing, Guidance Services, Educational Assessment, Educational Innovation, Instructional Media, Program Development, Research, the Print Shop, and the Publications Office. Consultants from other sections of the Division of Compensatory Education -- Program Review, Program and Staff Development, Migrant Education -- assisted our staff in innumerable ways, particularly with effectiveness ratings and on-site visits.

INTRODUCTION

This Evaluation Report of Title I Programs in Texas during school year 1965-66 constitutes an effort to assimilate information from several sources: project proposals received from local school districts, written evaluation reports from participating school districts, observations of staff members of the Texas Education Agency, and reports of contracted evaluation services.

For purposes of an analysis of the results of Title I programs, local school districts were classified according to two dimensions:

- classification by size and urban-rural locality, and
- assignment to one of seven geographic regions in the State.

Classification of Local School Districts. In order to assign the classifications to local school districts prescribed by the U. S. Office of Education, scholastic population figures were used to infer total population figures of the geographic area of each district. Information collected in recent years has shown that, for the State as a whole, 26.9 percent of total population consists of scholastics. Using this index to arrive at the range of scholastic population which would represent the range of total population prescribed by the U. S. Office of Education for each classification, and considering the location of the district with regard to the Standard Metropolitan Statistical Areas shown in Figure A, each district was assigned a classification symbol. Three classifications were used for districts located within Standard Metropolitan Statistical Areas:

- Class A -- the "core city" in the specified SMSA,
- Class B -- secondary city with a total population of 50,000 persons or more (scholastic population of 13,450 pupils or more)
- Class C -- small district with a total population of fewer than 50,000 persons (scholastic population of fewer than 13,450 pupils)

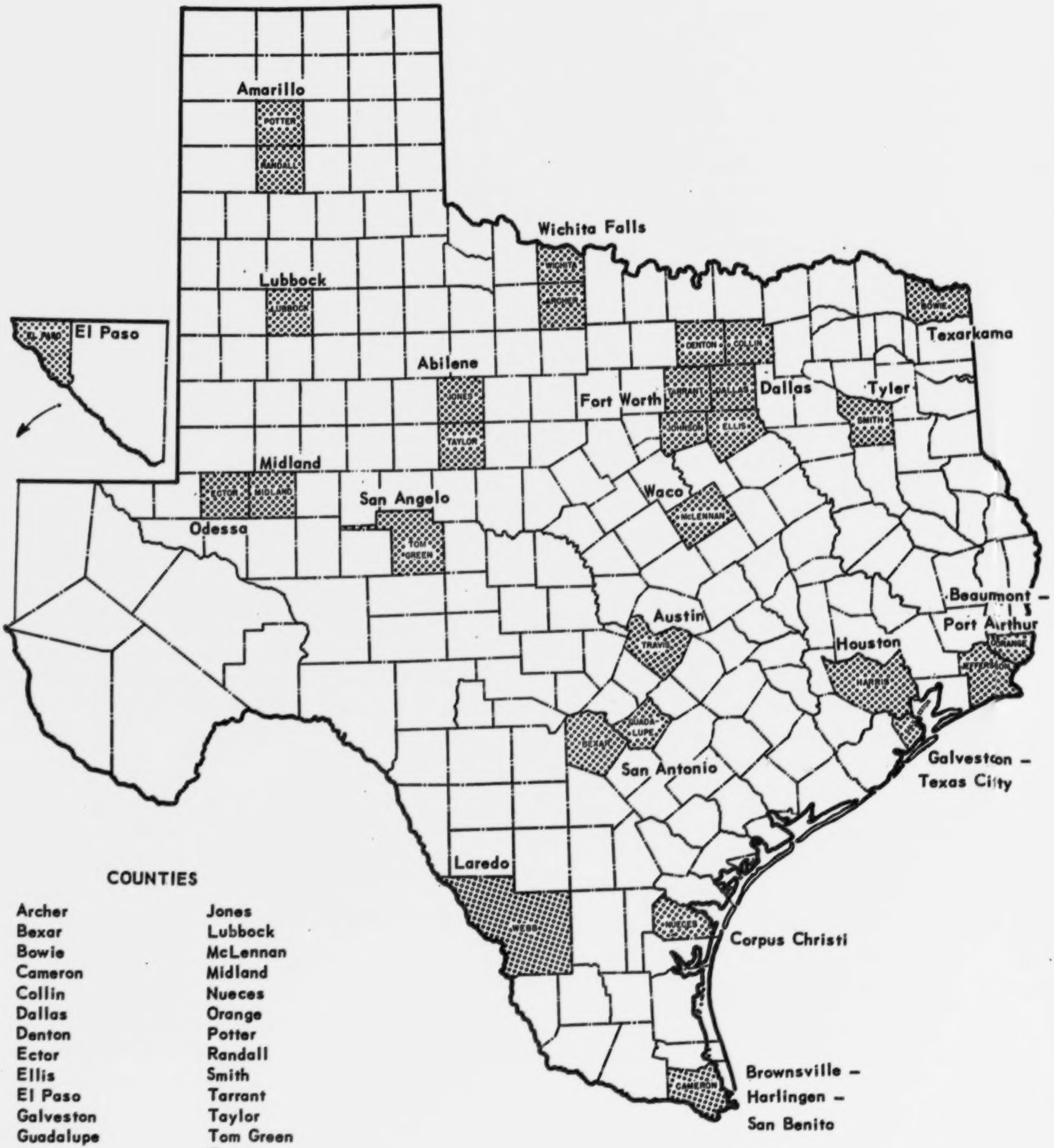
Two classifications were used for school districts located outside Standard Metropolitan Statistical Areas:

- Class D -- rural district with a total population between 2,500 and 49,999 persons (scholastic population between 673 and 13,449 pupils)
- Class E -- rural district with a total population of fewer than 2,500 persons (scholastic population of fewer than 673 pupils)

In order to identify cooperative projects involving two or more school districts, the letter F was added after the letter representing the largest district in the cooperative; for example, the symbol DF was used to indicate a cooperative project with at least one Class D school district and at least one other smaller district.

Figure A

STANDARD METROPOLITAN STATISTICAL AREAS
IN TEXAS – 1963
As defined by U. S. Bureau of the Budget


Amarillo
POTTER
RANDALL
Wichita Falls
WICHITA
ARCHER
Lubbock
LUBBOCK
El Paso
EL PASO
BOWIE
Texarkama
DENTON
COLLIN
Abilene
JONES
TAYLOR
Fort Worth
TARRANT
DALLAS
JOHNSON
ELLIS
Dallas
Tyler
SMITH
Midland
ECTOR
MIDLAND
Odessa
San Angelo
TOM GREEN
Waco
McLENNAN
Beaumont –
Port Arthur
ORANGE
JEFFERSON
Austin
TRAVIS
Houston
HARRIS
GALVESTON
GUADA-LUPE
BEXAR
San Antonio
Galveston –
Texas City
Laredo
WEBB
NUECES
Corpus Christi
CAMERON
Brownsville –
Harlingen –
San Benito

COUNTIES

Archer
Bexar
Bowie
Cameron
Collin
Dallas
Denton
Ector
Ellis
El Paso
Galveston
Guadalupe
Harris
Jefferson
Johnson
Jones
Lubbock
McLennan
Midland
Nueces
Orange
Potter
Randall
Smith
Tarrant
Taylor
Tom Green
Travis
Wichita
Webb

Determination of Geographic Regions. Because of the size of the State and because of certain distinct regional differences, the 254 counties were grouped in seven regions assumed to be somewhat homogeneous in terms of economic, ethnic, demographic, and cultural factors. These regions are demarcated on the map in Figure B.

Random Sampling Procedure. In order to handle the volume of data contained in the analysis of project proposals and in the study of annual evaluation reports, a stratified random sampling procedure was used for certain classifications of school districts because the number of districts involved precluded detailed handling of data from all districts. Since the numbers of projects in Classes A (plus AF)* and B were only 20 and 12 respectively, the populations of these two classes were used in the sample. For each of the remaining classes, a random sample was selected through use of the tables of random numbers contained in the Sampling and Statistics Handbook for Surveys in Education (National Education Association, 1965). A starting point in the tables was determined by lot, and a reasonable percentage of school districts in Classes C, D, E, and F (small cooperatives) was drawn as a representative sample. One school district for each project in Class F was selected randomly to represent the total project. After the original sample was drawn, the numbers of school districts in each class were laid out on a classification-region grid to determine whether every cell on the matrix was proportionately represented by region. Four cells were judged to be too small in number, and an additional 8 school districts were drawn randomly to complete these cells. The final sample for all classes combined included 222 school districts, considered to be a representative sample of the 812 Title I projects in operation in Texas in 1965-66. A matrix showing the number of districts in each classification-region cell is included in Appendix A.

Project proposals and evaluation reports from local school districts were abstracted by the staff of the Evaluation Section of the Division of Compensatory Education. A code was devised to translate items into numeric symbols and the data were handled by Univac computer to determine the frequency of occurrence of each item for each region and for each classification. The results of the analysis of these data were interpreted and used as the bases for much of this report.

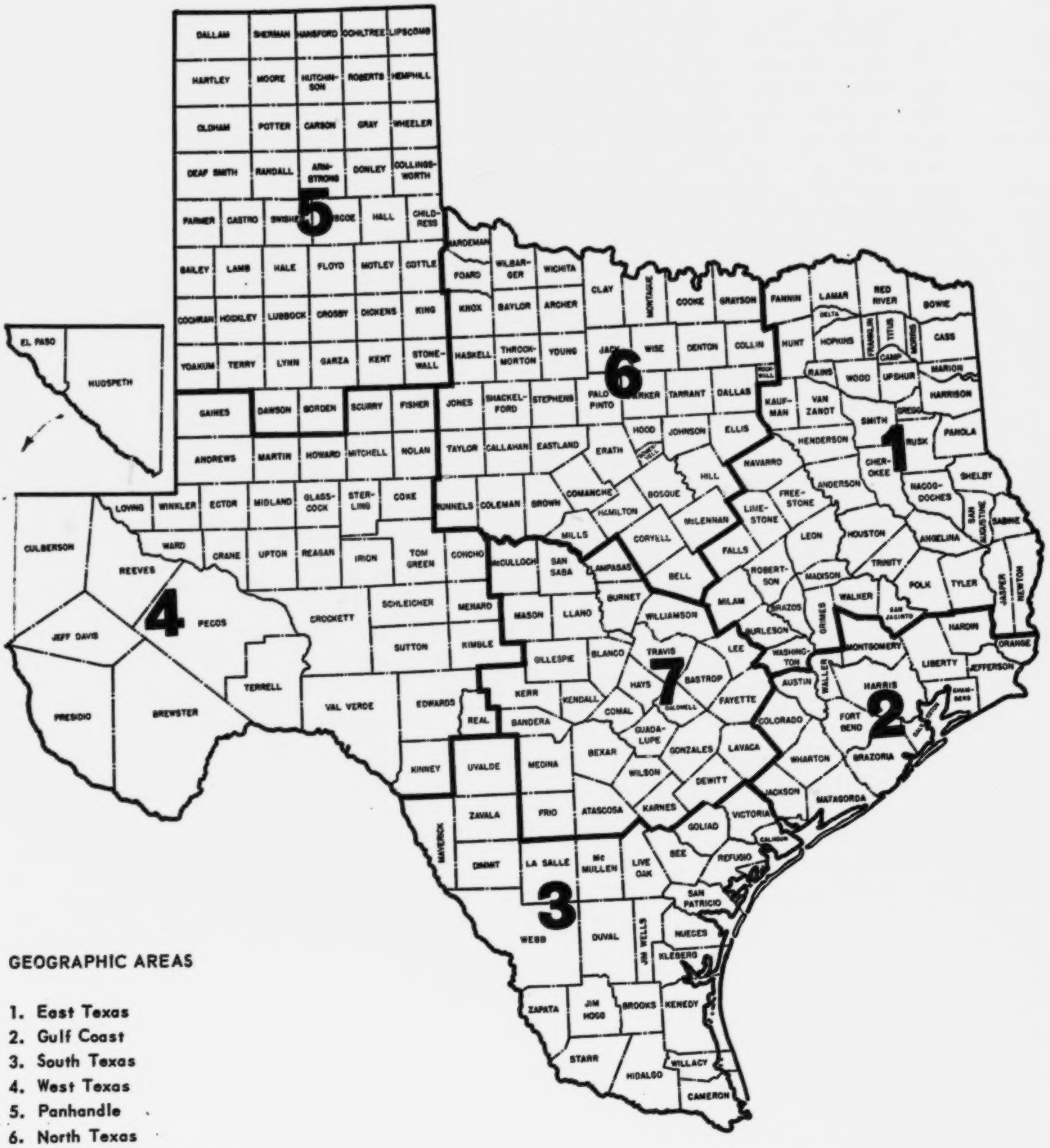
Several tables are used in the report to present data summarized in the studies of project proposals and evaluation reports. In each table the

---

*There were five Class AF projects, that is, a large "core city" school district with one or more very small districts attached in a cooperative. For purposes of most of this report, Class AF projects have been grouped with the 15 Class A non-cooperative districts, based upon the assumption that the behavior of these large city school districts is not likely to be influenced by the cooperative arrangement. They appear to be more like other Class A districts than like the small cooperatives.

Figure B

GEOGRAPHIC AREAS FOR REGIONAL ANALYSIS OF TITLE I PROGRAMS


5
6
4
1
7
2
3
DALLAM
SHERMAN
HANSFORD
OCHILTREE
LIPSCOMB
HARTLEY
MOORE
HUTCHINSON
ROBERTS
HEMPHILL
OLDHAM
POTTER
CARSON
GRAY
WHEELER
DEAF SMITH
RANDALL
ARMSTRONG
DONLEY
COLLINGSWORTH
PARMER
CASTRO
SWISHER
BRISCOE
HALL
CHILDRESS
BAILEY
LAMB
HALE
FLOYD
MOTLEY
COTTLE
COCHRAN
HOCKLEY
LUBBOCK
CROSBY
DICKENS
KING
YOAKUM
TERRY
LYNN
GARZA
KENT
STONEWALL
EL PASO
HUDSPETH
GAINES
DAWSON
BORDEN
SCURRY
FISHER
ANDREWS
MARTIN
HOWARD
MITCHELL
NOLAN
LOVING
WINKLER
ECTOR
MIDLAND
GLASSCOCK
STERLING
COKE
CULBERSON
WARD
CRANE
UPTON
REAGAN
IRION
TOM GREEN
CONCHO
REEVES
JEFF DAVIS
PECOS
CROCKETT
SCHLEICHER
MENARD
SUTTON
KIMBLE
PRESIDIO
BREWSTER
TERRELL
VAL VERDE
EDWARDS
REAL
KINNEY
UVALDE
MEDINA
MAVERICK
ZAVALA
FRIO
ATASCOSA
DIMMIT
LA SALLE
McMULLEN
LIVE OAK
WEBB
DUVAL
JIM WELLS
ZAPATA
JIM HOGG
BROOKS
KENEDY
STARR
HIDALGO
WILLACY
CAMERON
NUECES
KLEBERG
SAN PATRICIO
BEE
REFUGIO
GOLIAD
KARNES
WILSON
BEXAR
HARDEMAN
FOARD
WILBARGER
WICHITA
CLAY
MONTAGUE
COOKE
GRAYSON
KNOX
BAYLOR
ARCHER
HASKELL
THROCKMORTON
YOUNG
JACK
WISE
DENTON
COLLIN
JONES
SHACKELFORD
STEPHENS
PALO PINTO
PARKER
TARRANT
DALLAS
ROCKWALL
TAYLOR
CALLAHAN
EASTLAND
ERATH
HOOD
SOMERVELL
JOHNSON
ELLIS
RUNNELS
COLEMAN
BROWN
COMANCHE
HAMILTON
BOSQUE
HILL
MILLS
CORYELL
McLENNAN
McCULLOCH
SAN SABA
LAMPASAS
BELL
MASON
LLANO
BURNET
WILLIAMSON
MILAM
GILLESPIE
BLANCO
TRAVIS
LEE
KERR
KENDALL
HAYS
BASTROP
FAYETTE
BANDERA
COMAL
CALDWELL
GUADALUPE
GONZALES
LAVACA
DEWITT
FANNIN
LAMAR
RED RIVER
BOWIE
DELTA
HUNT
HOPKINS
FRANKLIN
TITUS
MORRIS
CASS
CAMP
RAINS
WOOD
UPSHUR
MARION
KAUFMAN
VAN ZANDT
SMITH
GREGG
HARRISON
HENDERSON
RUSK
PANOLA
NAVARRO
CHEROKEE
FREESTONE
ANDERSON
SHELBY
LIMESTONE
NACOGDOCHES
SAN AUGUSTINE
SABINE
LEON
HOUSTON
ANGELINA
FALLS
TRINITY
ROBERTSON
MADISON
POLK
TYLER
JASPER
NEWTON
BRAZOS
WALKER
SAN JACINTO
BURLESON
GRIMES
HARDIN
WASHINGTON
MONTGOMERY
ORANGE
WALLER
LIBERTY
JEFFERSON
AUSTIN
HARRIS
CHAMBERS
COLORADO
FORT BEND
GALVESTON
WHARTON
BRAZORIA
JACKSON
MATAGORDA
VICTORIA
CALHOUN

GEOGRAPHIC AREAS

1. East Texas
2. Gulf Coast
3. South Texas
4. West Texas
5. Panhandle
6. North Texas
7. Central Texas

number has been assigned for each item as a means of identification of the item if reference is made to it in the text. In the column "State Percentage" is entered the percentage of school districts in the total sample which stated the item. The columns headed "Rank Order" show the percentage of districts which stated the item by classification (Cl) and by region (Reg), rank ordered from highest percentage to lowest. Statement of any given item by as many as 20 percent of school districts was arbitrarily established as the threshold of substantial occurrence of the item. A few items with statewide percentages of less than 20 were included because they seemed to be significant elements. The columns were left blank for some classes or regions, indicating that the item was mentioned by fewer than 20 percent of districts in the class or region.

PART I

GENERAL INFORMATION

PART I - GENERAL INFORMATION

OPERATION AND SERVICES

The staff of the Texas Education Agency has provided assistance to local school districts in conducting their Title I projects through workshops, conferences, site visits, and consultative services. The professional staff of the Division of Compensatory Education bore the primary responsibility for these services, although several other divisions contributed substantially.

The overall organization of the Texas Education Agency, the State Department of Education in Texas, is outlined in Figure C. The arrow on Figure C points out the Division of Compensatory Education in the organizational structure, and Figure CC presents a more detailed description of the Division and its four sections. The Program Review Section has responsibility for receiving, reviewing, and approving Title I project proposals from local school districts. The Program and Staff Development Section offers leadership in program planning and promotes inservice development of staff in local school districts. The Migrant Education Section administers the special programs established for children of migrant families and for non-English speaking children. The Evaluation Section has responsibility for structuring and conducting assessment of all compensatory education programs sponsored by the Division. The eight field consultants provide general assistance and supervision for local districts, working within the framework of all four sections.

In May of 1965 the total professional staff of the Texas Education Agency was called together by the Commissioner of Education for a conference on the role of the Agency in educational programs receiving Federal support. Extensive information was provided on the Elementary and Secondary Education Act, particularly Title I, and the Commissioner charged every professional staff member with responsibility for providing information and assistance to local school districts in planning and implementing these programs.

In July of 1965 consultants from the Division of Compensatory Education participated in the annual workshop for the Small Schools Project, a Texas Education Agency-sponsored project dedicated to finding ways to improve educational practices in 150 small schools. The participating consultants provided ideas for developing special programs for educationally deprived children.

During the same month, the Division of Research studied the allocations of children from low-income families for the 254 counties in Texas. Consultants from the Division of Compensatory Education and members of the auditing staff met with school officials in each county in the State to determine the number of children allocated to each district within the county. These consultants and auditors provided guidelines and leadership so that local school officials could reach fair and equitable agreements on district allocations.

In August of 1965 regional meetings were held in ten locations over the State, shown in Figure D, for the purpose of informing local school

Figure C

TEXAS EDUCATION AGENCY

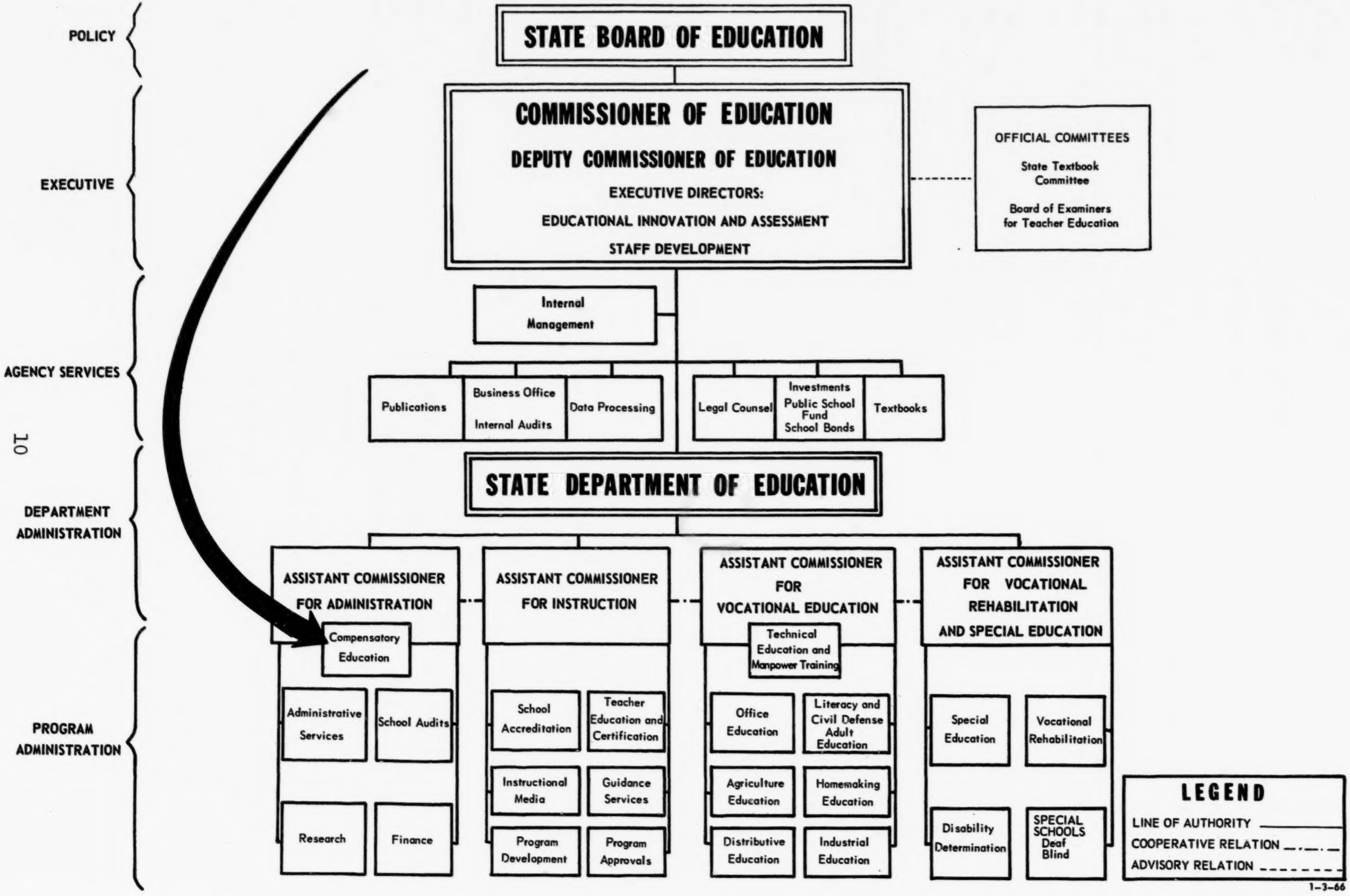
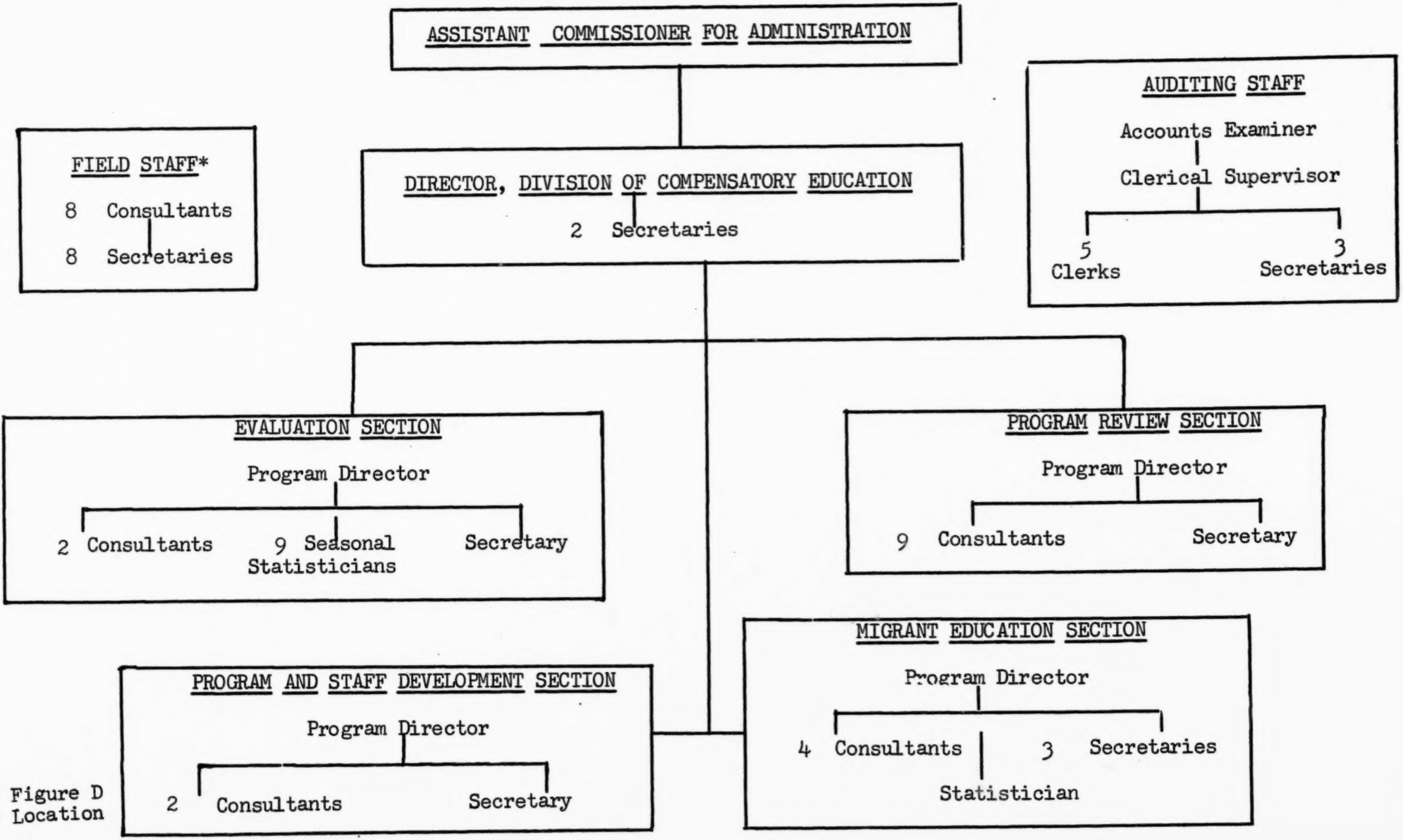

POLICY
EXECUTIVE
AGENCY SERVICES
DEPARTMENT ADMINISTRATION
PROGRAM ADMINISTRATION
STATE BOARD OF EDUCATION
COMMISSIONER OF EDUCATION
DEPUTY COMMISSIONER OF EDUCATION
EXECUTIVE DIRECTORS:
EDUCATIONAL INNOVATION AND ASSESSMENT
STAFF DEVELOPMENT
OFFICIAL COMMITTEES
State Textbook Committee
Board of Examiners for Teacher Education
Internal Management
Publications
Business Office
Internal Audits
Data Processing
Legal Counsel
Investments
Public School Fund
School Bonds
Textbooks
STATE DEPARTMENT OF EDUCATION
ASSISTANT COMMISSIONER FOR ADMINISTRATION
Compensatory Education
Administrative Services
School Audits
Research
Finance
ASSISTANT COMMISSIONER FOR INSTRUCTION
School Accreditation
Teacher Education and Certification
Instructional Media
Guidance Services
Program Development
Program Approvals
ASSISTANT COMMISSIONER FOR VOCATIONAL EDUCATION
Technical Education and Manpower Training
Office Education
Literacy and Civil Defense Adult Education
Agriculture Education
Homemaking Education
Distributive Education
Industrial Education
ASSISTANT COMMISSIONER FOR VOCATIONAL REHABILITATION AND SPECIAL EDUCATION
Special Education
Vocational Rehabilitation
Disability Determination
SPECIAL SCHOOLS Deaf Blind
LEGEND
LINE OF AUTHORITY
COOPERATIVE RELATION
ADVISORY RELATION
1-3-66

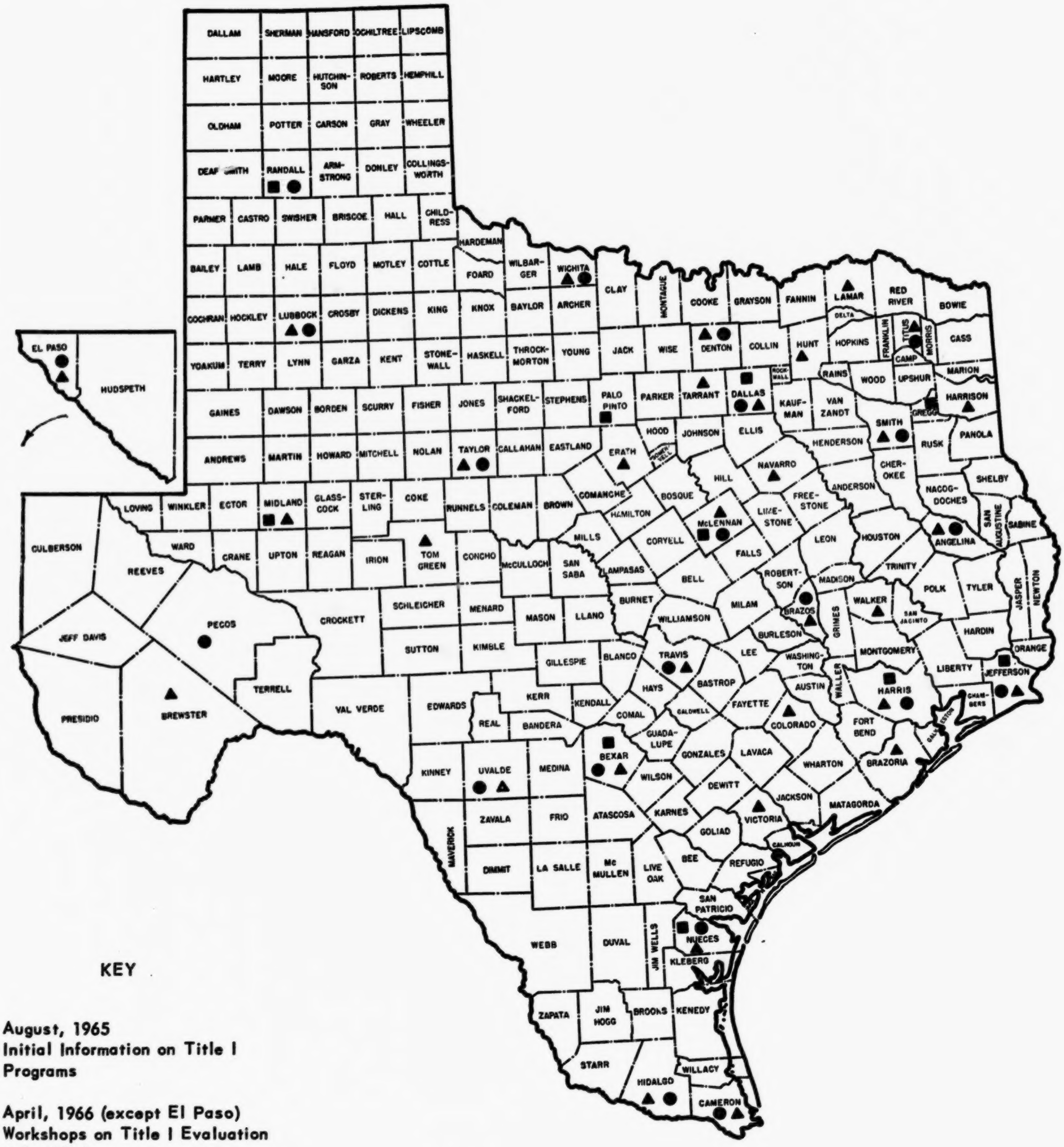
FIGURE CC

DIVISION OF COMPENSATORY EDUCATION-- ORGANIZATIONAL CHART
AS OF AUGUST 31, 1966


ASSISTANT COMMISSIONER FOR ADMINISTRATION
DIRECTOR, DIVISION OF COMPENSATORY EDUCATION
2 Secretaries
FIELD STAFF*
8 Consultants
8 Secretaries
AUDITING STAFF
Accounts Examiner
Clerical Supervisor
5 Clerks
3 Secretaries
EVALUATION SECTION
Program Director
2 Consultants
9 Seasonal Statisticians
Secretary
PROGRAM REVIEW SECTION
Program Director
9 Consultants
Secretary
PROGRAM AND STAFF DEVELOPMENT SECTION
Program Director
2 Consultants
Secretary
MIGRANT EDUCATION SECTION
Program Director
4 Consultants
3 Secretaries
Statistician

*See Figure D for Location

Figure D
LOCATIONS OF TITLE I AREA WORKSHOPS


DALLAM
SHERMAN
HANSFORD
OCHILTREE
LIPSCOMB
HARTLEY
MOORE
HUTCHINSON
ROBERTS
HEMPHILL
OLDHAM
POTTER
CARSON
GRAY
WHEELER
DEAF SMITH
RANDALL
ARMSTRONG
DONLEY
COLLINGSWORTH
PARMER
CASTRO
SWISHER
BRISCOE
HALL
CHILDRESS
HARDEMAN
BAILEY
LAMB
HALE
FLOYD
MOTLEY
COTTLE
FOARD
WILBARGER
WICHITA
CLAY
MONTAGUE
COOKE
GRAYSON
FANNIN
LAMAR
RED RIVER
BOWIE
COCHRAN
HOCKLEY
LUBBOCK
CROSBY
DICKENS
KING
KNOX
BAYLOR
ARCHER
DELTA
FRANKLIN
TITUS
MORRIS
CASS
EL PASO
HUDSPETH
YOAKUM
TERRY
LYNN
GARZA
KENT
STONEWALL
HASKELL
THROCKMORTON
YOUNG
JACK
WISE
DENTON
COLLIN
HUNT
HOPKINS
CAMP
ROCKWALL
RAINS
WOOD
UPSHUR
MARION
GAINES
DAWSON
BORDEN
SCURRY
FISHER
JONES
SHACKELFORD
STEPHENS
PALO PINTO
PARKER
TARRANT
DALLAS
KAUFMAN
VAN ZANDT
GREGG
HARRISON
SMITH
RUSK
PANOLA
ANDREWS
MARTIN
HOWARD
MITCHELL
NOLAN
TAYLOR
CALLAHAN
EASTLAND
HOOD
JOHNSON
ELLIS
SOMERVELL
ERATH
HENDERSON
NAVARRO
CHEROKEE
SHELBY
LOVING
WINKLER
ECTOR
MIDLAND
GLASSCOCK
STERLING
COKE
RUNNELS
COLEMAN
BROWN
COMANCHE
HAMILTON
BOSQUE
HILL
FREESTONE
ANDERSON
NACOGDOCHES
SAN AUGUSTINE
SABINE
CULBERSON
WARD
CRANE
UPTON
REAGAN
IRION
TOM GREEN
CONCHO
McCULLOCH
MILLS
CORYELL
McLENNAN
LIMESTONE
LEON
HOUSTON
ANGELINA
REEVES
SAN SABA
LAMPASAS
FALLS
ROBERTSON
MADISON
TRINITY
POLK
TYLER
JASPER
NEWTON
BELL
BURNET
MILAM
BRAZOS
WALKER
SAN JACINTO
GRIMES
PECOS
CROCKETT
SCHLEICHER
MENARD
MASON
LLANO
WILLIAMSON
JEFF DAVIS
SUTTON
KIMBLE
GILLESPIE
BLANCO
TRAVIS
LEE
BURLESON
WASHINGTON
MONTGOMERY
LIBERTY
HARDIN
ORANGE
TERRELL
BREWSTER
PRESIDIO
VAL VERDE
EDWARDS
KERR
KENDALL
COMAL
HAYS
BASTROP
CALDWELL
FAYETTE
AUSTIN
WALLER
HARRIS
JEFFERSON
CHAMBERS
REAL
BANDERA
GUADALUPE
GONZALES
COLORADO
FORT BEND
GALVESTON
KINNEY
UVALDE
MEDINA
BEXAR
WILSON
LAVACA
WHARTON
BRAZORIA
DEWITT
JACKSON
MATAGORDA
MAVERICK
ZAVALA
FRIO
ATASCOSA
KARNES
GOLIAD
VICTORIA
CALHOUN
DIMMIT
LA SALLE
Mc MULLEN
LIVE OAK
BEE
REFUGIO
SAN PATRICIO
ARANSAS
WEBB
DUVAL
JIM WELLS
NUECES
KLEBERG
ZAPATA
JIM HOGG
BROOKS
KENEDY
STARR
HIDALGO
WILLACY
CAMERON

KEY

■ August, 1965
Initial Information on Title I Programs

April, 1966 (except El Paso)
Workshops on Title I Evaluation
● July, 1966
Information on 1966-67 Title I Applications

▲ August, 1966
Title I Planning and Development Workshops

officials of provisions for programs under Title I. The Commissioner and other officials of the Texas Education Agency conducted these meetings, providing general information and answering questions posed by school officials. At these meetings guidelines, policy statements, application forms, and instructions for completing applications, all of which were prepared by the Division of Compensatory Education, were distributed to school officials.

In September of 1965 the presidents (or their representatives) of colleges and universities in the State were invited to attend a conference in Austin to discuss ways in which college personnel might assist local school districts in implementing Title I projects and to consider the responsibilities of teacher-training institutions for increasing teacher trainees' understanding of the problems of educational deprivation. Since that time several colleges and universities have provided consultative services to local districts in planning, implementing, and evaluating Title I programs.

During the same month the Division of Compensatory Education sent out consultants to ten selected school districts, varying in size and geographic locality, to work with school officials in developing specific Title I projects which might serve as program development models for other schools. These consultants assisted school officials in interpreting policies and procedures, in planning a program appropriate for the educationally deprived children in the district, and in preparing an application. Since that time the consultants of the Division of Compensatory Education have utilized the experience gained in working with those local school districts and have made numerous subsequent consultative visits to individual school districts and to small groups of school districts. In addition, consultants have been asked to speak at regional meetings of professional organizations to disseminate information about Title I programs.

There has been a constant expansion of the staff of the Division of Compensatory Education to provide the consultative services needed by local school districts. Field offices, staffed by professional consultants, have been established in strategic locations across the State, illustrated in Figure E. Consultants in the Austin office were available for conferences in the office as well as for site visits to local districts.

In January of 1966 the School Administrators Advisory Conference was held in Austin. This conference, sponsored jointly by the Texas Association of School Administrators and the Texas Education Agency, is the focal event of the year for school administrators in Texas. Of the 13 discussion sections set up, 4 dealt with aspects of Title I:

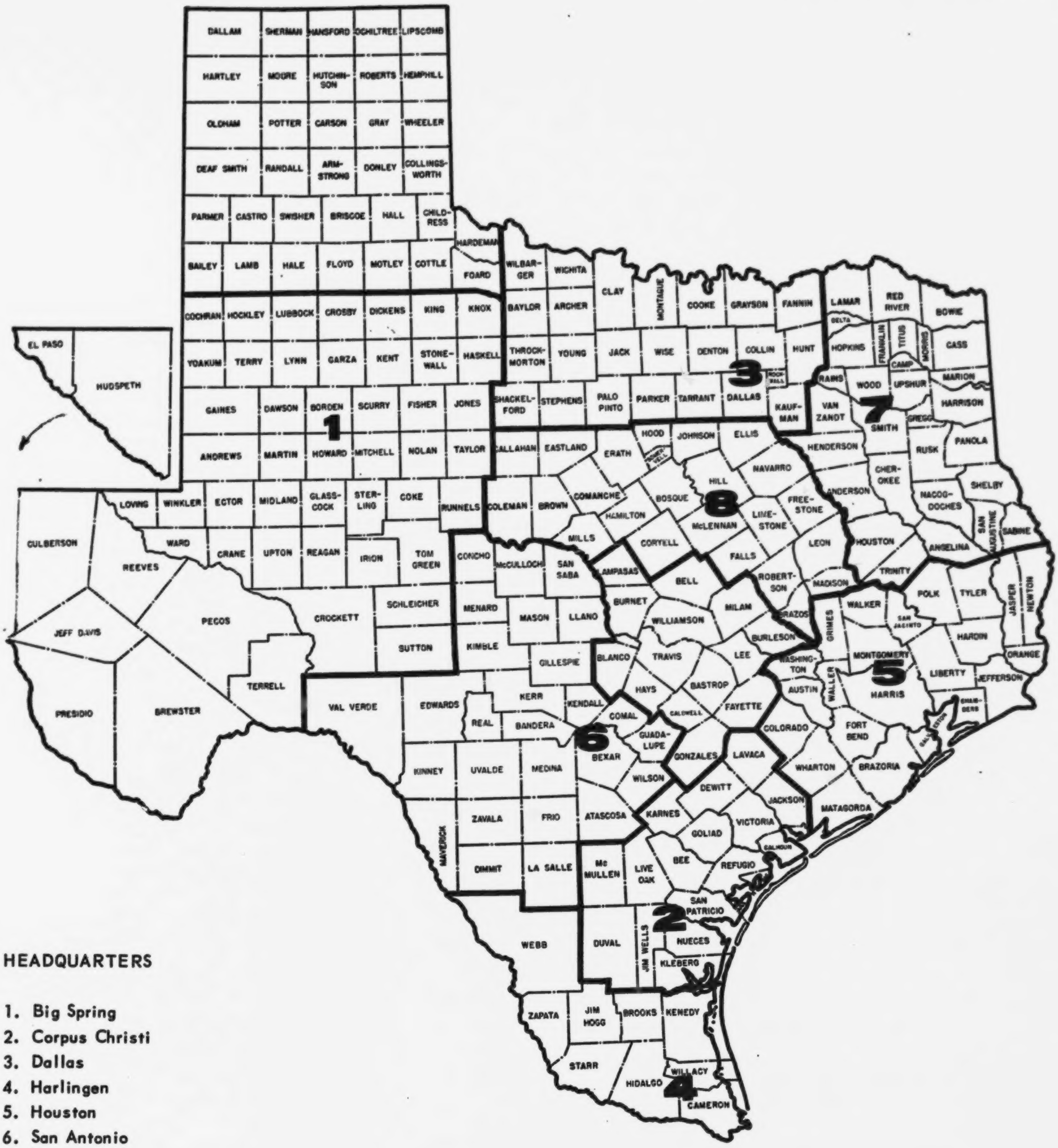
- preparation of project proposals,
- implementation of programs,
- utilization of special service personnel,
- evaluation of programs.

It is estimated that approximately 1000 school administrators attended one or more of these discussion sections.

In April of 1966 the Evaluation Section of the Division of Compensatory Education conducted regional workshops in twenty locations across the State, depicted in Figure D, to advise local school officials of Title I evaluation

Figure E

AREA OFFICES FOR FIELD CONSULTANTS
DIVISION OF COMPENSATORY EDUCATION
TEXAS EDUCATION AGENCY



HEADQUARTERS

1. Big Spring
2. Corpus Christi
3. Dallas
4. Harlingen
5. Houston
6. San Antonio
7. Tyler
8. Waco

requirements, to offer them suggestions regarding how evaluation of Title I might be conducted, and to explain to them the rationale and emphases which local school officials should adhere to in their evaluation reports. The bulletin Guidelines for Evaluation of Special Programs for Educationally Deprived Children Under Title I of the Elementary and Secondary Education Act, which had been prepared by the Evaluation Section in collaboration with a Title I Evaluation Task Force (composed of faculty members from The University of Texas Research and Development Center in Teacher Education, the Austin Public Schools, and staff members from the Texas Education Agency) had already been distributed to superintendents of local school districts, and these workshops were designed to explain and interpret the guidelines. Consultants conducting the workshops emphasized that the primary function of evaluation of the local program was to gain feedback information for use in re-planning and refining the local program for the coming year. School districts were encouraged to conform to certain uniform procedures so that evaluation reports from local districts could be summarized on a statewide basis. Central emphasis was placed upon the analysis and reporting of changes that occurred in pupils as a result of participation in the Title I programs. These area workshops consisted of (1) a general presentation of policies, regulations, and rationale, and (2) a series of individual or group consultative sessions with representatives of local school districts. Following these evaluation workshops a questionnaire was sent out to a random sample of participants. A copy of the questionnaire and a summary of the responses are included in Appendix B.

In July of 1966 area workshops were conducted in the same twenty locations plus El Paso for the purpose of informing local school officials of policies and procedures for planning Title I projects for the school year 1966-67 and of distributing to them the forms for application. These workshops dealt with the mechanics of developing a project proposal and writing an application.

As a follow-up to these workshops on Title I Applications, area workshops were conducted in August of 1966 in the 32 locations shown in Figure D. Information on the rationale of Title I, suggestions regarding instructional strategies to accomplish various objectives, and general considerations on program evaluation were presented and discussed. Following these workshops questionnaires were again sent to a random sample of participants to obtain their reactions. Since these workshops were primarily designed as preparation for the Title I program for the school year 1966-67, more specific analysis of them will be included in the Annual Evaluation Report for the current year.

Consultants from divisions concerned with academic subject areas, health and physical education, art and music, special education, guidance and testing, instructional media, and teacher certification have encouraged local school districts to develop Title I programs and have assisted local officials in planning projects. Several of these consultants have worked with the staff of the Division of Compensatory Education to develop curriculum guidelines and materials adapted to the needs of educationally deprived children.

The sudden availability of resources through Title I, the newness of the total endeavor, and the consequent shortage of adequately trained professional staff prompted the Division of Compensatory Education to undertake a series of Summer Institutes for Teachers of Educationally Deprived Children during the summer of 1966. These workshops were supported under funds for State administration in most cases, and were made available in twenty-two locations across the State to teachers, administrators, and educational specialists. Approximately $390,000 was allocated through contracts with various colleges and universities which conducted summer institutes on their campuses or in public school facilities. The functions of the institutes were to consider important issues facing program planners of Title I projects, and to make positive changes in the competencies and attitudes of professional staff. Arrangements were made with Dr. Mike Thomas and Dr. Wailand Bessent of the Research and Development Center in Teacher Education of The University of Texas to do the central planning for the programs of the institutes and to conduct an evaluation of the outcomes of nine of the institutes. A full report of this evaluation is included in Volume II. Individual evaluation reports were received from other institutes. The evaluation reports indicated that positive growth occurred in teachers in terms of their attitudes toward educationally deprived children and their capacity to provide effective learning experiences for them. A list of the various institutes and a summary of the evaluation reports are included in Appendix C.

The Evaluation Section provided informational services to other agencies in connection with needs or activities dealt with in Title I projects. Some general information on the needs of educationally deprived children was summarized for the director of the Title III (Elementary and Secondary Education Act)* planning project in the four southern counties of the State, the Rio Grande Valley Educational Service Center, in order for them to plan more effectively for an operational grant under Title III. For a hearing called by the Committee on Problems Confronting Education in Texas, an interim committee of the Texas Legislature, information was assimilated on problems of reading instruction and deficiencies of pupils in Texas. A description of Title I operations and of pupil deficiencies identified by local school officials was included. In addition, several other divisions of the Texas Education Agency--Special Education, Office of Planning, and Program Development--have utilized information in the files of the Evaluation Section during the year in order to make projections and contribute to the planning of their program.

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*See page 47 for a description of this project.

DISSEMINATION OF INFORMATION

Methods Used by Local Educational Agencies. In their original proposals local educational agencies were required to describe plans for dissemination of information on their Title I programs to other local educational agencies, to the Texas Education Agency, and to their communities. An analysis of the abstracts of the sample of 222 school districts' project proposals revealed several approaches.

At least 43 percent of the school districts in the sample made statements about their general plan for dissemination of promising practices. Table 1 shows the distribution of these kinds of statements. Class A school districts gave more extensive descriptions of plans for dissemination than did districts in other classes. Also, Regions V and III, the Panhandle and South Texas, appeared considerably more concerned than other regions with dissemination.

Methods of carrying out the plans (Item 2) were stated by 28 percent of districts, spread evenly over all classes and regions. The major ones were:

- assigning committees to review experimental programs and to review research literature,

- assigning individuals to visit other school districts, and

- delegating personnel responsible for dissemination.

Approaches used for reporting progress to teachers, other school districts, and government agencies (Item 3) were described by 66 percent of school districts Of these, the most frequently stated group of methods centered around staff meetings and inservice training. These methods were stated more frequently by urban districts than by rural school districts, and somewhat more frequently by districts in the eastern and northern parts of the State than by those in the southern and western sections. Other methods mentioned were newsletters, bulletins, written reports and conferences.

Plans for informing parents and communities (Item 4) were stated by at least 20 percent of the districts. Use of the local newspaper, parent-teacher organizations, school visitations, and local radio and television stations were also mentioned. Districts in Central Texas appeared to be more concerned with these modes of dissemination than were districts in other regions.

Consultative visits by specialists, membership in educational services organizations, and use of instructional improvement teams to study current professional literature were mentioned by 70 percent of districts in Region V, and were not mentioned substantially by districts in other regions.

During the 1965-66 school year, Agency field consultants played an important role in disseminating information as they visited programs in their areas of the State. Local district staff members visited Title I projects in other schools; for example, reading teachers observed other reading instruction program to learn new techniques and methods. Dissemination occurred locally through faculty meetings, community meetings, and mass media such as radio, television. and newspapers.

Dissemination of information from the local school district to the Texas Education Agency took place largely through contacts with consultants and through the written evaluation reports. In some cases, these reports included films, photographs, tapes, examples of pupils work, and newspaper clippings.

Methods Used by the State Educational Agency. The Texas Education Agency has depended largely upon workshops and consultative visits for dissemination of information on promising educational practices to local school districts. These were supplemented by suggestions made by consultants to local school officials through letters, telephone conversations, and office conferences. Staff members were used as consultants in the Summer Institutes for Teachers of Educationally Deprived Children, and they were called upon as resource persons for university classes for teachers. They were also invited to speak to various lay and civic groups about new programs under Title I.

Information was collected and provided by the Evaluation Section to other divisions of the Texas Education Agency, to an interim committee of the Texas Legislature on educational needs, to directors of projects under Title III of the Elementary and Secondary Education Act, and to the Research and Development Center in Teacher Education of The University of Texas. These data were used for purposes of planning and research. Finally, a summary of this State Evaluation Report will be prepared for distribution to local school officials and other interested citizens.

TABLE 1. PLANS FOR DISSEMINATION OF INFORMATION ON PROMISING PRACTICES
Stated in Project Proposals

NUMBER	ITEM DESCRIPTION	STATE PERCENTAGE	RANK ORDER							
				1	2	3	4	5	6	7

01	Plan for Dissemination	43%	Cl	A	B	D	E	F	C	
			%	45	35	35	35	35	30	
			Reg	5	3	6	1	7	4	2
			%	75	55	45	40	40	25	20

(identifying, evaluating, reporting, applying, and adopting promising practices)

02	Methods of Carrying Out Plan	28%	Cl	A	F	B	D	E	C	
			%	30	30	25	25	25	20	
			Reg	4	1	3	6	7	2	5
			%	35	30	30	30	25	20	--

(reviewing literature, reviewing local experimental programs, visits to other schools, designating personnel responsible)

03	Methods of Reporting Results to Parents and Community	20%	Cl	B	A	D	E	F	C	
			%	25	20	20	20	20	--	
			Reg	7	2	4	1	3	5	6
			%	40	25	25	--	--	--	--

(newspapers, radio, school visits, and parent-teacher organizations)

04	Meetings and Inservice	59%	Cl	A	B	C	E	D	F	
			%	75	60	55	55	45	45	
			Reg	1	5	6	3	4	7	2
			%	65	65	65	60	55	50	35

(workshops, grade level and departmental meetings, staff meetings, committees, area and regional conferences)

05	Methods of Reporting Progress to Staff, OEO, TEA, PESO,* and other School Districts	66%	Cl	A	C	B	D	F	E	
			%	80	65	60	60	60	55	
			Reg	5	4	1	6	2	3	7
			%	95	75	65	65	60	60	50

*Panhandle Educational Services Organization

EVALUATION

Since requirements for evaluation were written into the Elementary and Secondary Education Act, and since the Texas Education Agency has long been interested in promoting meaningful evaluation of educational programs, the Agency took a firm position on evaluation of Title I projects.

Local school districts were informed of the requirement for evaluation and were given some leadership through publications, workshops, and consultative visits in order to assist them with their evaluation procedures. At the close of the year, those school districts which either did not submit an evaluation report within the prescribed time or which submitted unacceptable evaluation reports, were informed of their status in meeting this requirement. They were advised that until the requirement was met their Title I proposal for 1966-67 could not be approved. Communications were sent to them describing the deficiencies of their reports and indicating what was necessary to complete their requirements. Most of the school districts did respond and sent additional information or corrections as requested. Those which did were cleared for the process of approval of projects for the current year. A more detailed account of the reasons for returning reports is presented in Appendix D.

Guidelines for Title I Evaluation. In order to provide a reasonably uniform and comprehensive basis for evaluation of Title I programs in local school districts, the Evaluation Section of the Division of Compensatory Education worked early in the year with a group entitled the Title I Evaluation Task Force. This group was called together for the purpose of advising the Evaluation Section on effective ways of evaluating Title I projects. Included in the group were faculty members of the Research and Development Center in Teacher Education of The University of Texas, officials of the Austin Public Schools, and members of other divisions of the Texas Education Agency.

The central functions which this group was asked to perform were:

- identifying the questions to be answered by evaluation, for local districts and for statewide assessment,
- devising ways of obtaining, collecting, interpreting, summarizing, and reporting data related to the objectives of local projects,
- deciding which dimensions of change would be studied on a statewide basis and designing a strategy for studying these dimensions, and
- considering ways of comparing the relative effectiveness, under varying conditions, of different kinds of projects designed to meet similar pupil needs.

Through deliberations of this group, the Guidelines for Evaluation of Special Programs for Educationally Deprived Children Under Title I of the Elementary and Secondary Education Act was published and distributed to local school districts for use in evaluating their Title I projects. Several characteristics of an ideal evaluation plan were stressed: primary emphasis on the stated pupil objectives of the local school district, inclusion of elements needed by the State educational agency for state-wide evaluation, a uniform manner of reporting, and feedback value for the refinement of the local Title I program.

Immediately after the distribution of these guidelines in April, workshops in twenty locations across the State were conducted by consultants of the Evaluation Section in order to explain the guidelines and offer suggestions for evaluating Title I projects.

State Personnel Involved in Providing Assistance on Evaluation. The entire staff of the Division of Compensatory Education, as well as the staffs of other divisions, provided assistance to local school officials in planning and conducting their evaluation procedures. Most centrally involved in providing leadership for evaluation, however, were the staff members of the Evaluation Section of the Division of Compensatory Education. Included on this staff are

Mr. Charles W. Nix, Program Director for Evaluation
Mrs. Vally Nance, Consultant
Miss Lou Tompkins, Consultant
*Miss Roberta Shaw, Consultant
*Mr. Jerry S. Harris, Consultant
*Mrs. Gevonne Knippa, Statistician

In addition to these permanent staff members of the Evaluation Section, there were employed during the year on a seasonal basis seven part-time persons who assisted in the handling of data and processing of reports and communications. This group abstracted and coded all 812 project proposals and the representative sample of 222 evaluation reports in order to prepare the data for computer handling. They also did numerous studies for Agency staff members and school personnel who needed statistical information contained in the Title I evaluation reports.

Agencies Involved in Providing Evaluation Assistance to the Texas Education Agency. Members of the Research and Development Center on Teacher Education of The University of Texas were involved in the Title I Evaluation Task Force described above. These faculty members were:

Dr. Wailand Bessent, Professor of Educational Administration
Dr. Edwin Hindsman, Associate Director, Research and Development Center
Dr. Thomas Horn, Professor of Curriculum and Instruction
Dr. Ira Iscoe, Professor of Psychology and Education
Dr. Carson McGuire, Resident Consultant, Research and Development Center
Dr. Mike Thomas, Professor of Education
Mrs. Meda White, Research Associate, Research and Development Center
Dr. Albert Yee, Assistant Professor of Curriculum and Instruction

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*The last three staff members listed were placed in the positions described after August 31.

Dr. Bessent provided more extensive assistance to the Agency staff through an evaluation of Summer Institutes for Teachers of Educationally Deprived Children (see Volume II) and through a study of reading instruction.

Two staff members of the Austin Public Schools served as members of the Evaluation Task Force and assisted in the planning of Title I evaluation:

Dr. Richard Bowles, Assistant Director for Instruction
Dr. James Hubbard, Director of Guidance Services

Evaluation Procedures and Designs Utilized by Local School Districts. The most prevalent methods of evaluating Title I programs stated by local school districts in their project proposals were:

- the use of standardized achievement tests and teacher-made tests, reading records, and language skills tests,
- inventories to measure the effectiveness of materials and equipment and the increase in educational opportunities for educationally deprived children,
- questionnaires to determine changes in pupils' attitudes toward school and self,
- measures of parental involvement by counting the number of parents contacted through home visits and the number involved in school sponsored activities,
- health records and physical fitness tests,
- library circulation records, and
- teacher-specialist opinions based upon comparison of scholastic grades and anecdotal records.

Fifty-six percent of the schools in the representative sample judged their evaluation procedures to be adequate. Only 15 percent of these schools stated that their methods were inadequate. The professional competencies of the local staff were used for evaluation in 59 percent of these schools; specifically, counselors assisted in evaluating 22 percent of the programs. A smaller percentage of schools, approximately 15 percent, used college and university consultants for evaluation. Tables 2 through 6 show the numbers of school districts in Texas which utilized the various levels of evaluation designs listed. For five major activities and services, counts were made of the occurrence of the different levels of evaluation design in the school districts in the representative sample. Since all projects in Classes A and B were included in the sample, the figures for the sample represent the universe of projects for these two classes. However, for Classes C, D, E, and F the number of cases occurring in the sample for each level of evaluation design was used as a basis for inferring the number of cases occurring for the universe of each of these classes. The number of districts in the sample are shown in the unshaded rows; the prorated number of districts in the population are shown in the shaded columns. The total number of cases in the entire table was divided into the number of cases in the column "All Classes" for each level of evaluation design. This quotient was converted into a percentage and entered in the column headed "Percent."

The seven levels of evaluation design are arranged in a hierarchical order, Level 1 representing the most sophisticated evaluation design, and Level 7 representing the most superficial level of description.

Inspection of the tables reveals that the use of Level 1 design occurred in only one case. Level 2 designs were adopted in 20 percent of reading and language arts instruction activities, and did not occur for other activities or services. However, this high occurrence for reading and language arts may have been an artifact of the evaluation requirements established by the Division of Compensatory Education. The forms for reporting of standardized test scores provided a section for entering test scores of children in non-area-of-concentration schools in the district. Where these kinds of scores were reported on a pre-post basis, the district was given credit for use of Level 2 design for purposes of this study. In half of the cases of reading and language arts instruction, Level 3 design was used. Table 3 shows that a disproportionately large number of physical education and health services utilized Level 7 evaluation design. This is difficult to understand, in view of the fact that there are available a number of objective instruments to measure behavior in these areas. Welfare Services, Table 4, also depended heavily upon Level 7, although almost half of cases used Level 4 design. Likewise, Home and Parent Involvement activities depended even more strongly upon Level 7 design, with about a fourth of cases using Level 6. Counseling and Guidance Services, Table 6, used Levels 4, 6, and 7 about equally. These last three types of activities and services had of necessity to rely upon these less objective evaluation designs because of the paucity of measurement instruments available for appraising pupil status along these dimensions.

TABLE 2. EVALUATION DESIGNS: READING AND LANGUAGE ARTS INSTRUCTION

Classification A	B	C	D	E	F	All Classes	Per-Cent	
	1					1	0%	1. Multi-group design with strict control group(s): for example children eligible for Title I but not attending area-of-concentration schools and not enrolled in any compensatory activities. This category has pre- and post-measurement as an essential prerequisite.
7	5	12	9	14	4	51	20%	2. Multi-group experimental design utilizing reference group(s): for example, other children in the same district of comparable age and grade. This category has pre- and post-measurement as an essential prerequisite.
		38	43	66	13	172		
9	4	15	39	21	26	114	50%	3. Single group experimental design using pre- and post-measurements to compare performance with state and/or national norms.
		48	188	99	84	432		
2		1	2	2	1	8	3%	4. Single group experimental design using pre- and post-measurements to compare gains or losses with expected outcomes based upon the past performance of the subjects (including serial design).
		3	10	9	3	27		
3						3	0%	5. Single group experimental design using pre- and post-measurements to compare gains or losses with expected outcomes based upon the prior stated expectations of experts.
3	3	5	10	13	8	42	18%	6. Single- or multi-group experimental design using measurement data on the project group but making no attempt at comparison (based on questionnaire, checklist, teacher ratings or single administration of standardized test).
		16	48	61	26	157		
3	3	7	4	3	3	23	8%	7. A simple descriptive treatment of the program or of pupil outcomes (including teacher observation).
		22	19	14	10	71		
27	16	40	64	53	42	242	////	TOTAL
////////		127	308	249	136	863	////	*Shaded areas indicate figures for the universe of districts inferred from the sample.

TABLE 3. EVALUATION DESIGNS: PHYSICAL EDUCATION AND HEALTH SERVICES

Classification						All Classes	Per-Cent	
A	B	C	D	E	F			
								1. Multi-group design with strict control group(s): for example children eligible for Title I but not attending area-of-concentration schools and not enrolled in any compensatory activities. This category has pre- and post-measurement as an essential prerequisite.
								2. Multi-group experimental design utilizing reference group(s): for example, other children in the same district of comparable age and grade. This category has pre- and post-measurement as an essential prerequisite.
			5		1	6	7%	3. Single group experimental design using pre- and post-measurements to compare performance with state and/or national norms.
			24		3	27		
4	2	5	9	5	2	27	26%	4. Single group experimental design using pre- and post-measurements to compare gains or losses with expected outcomes based upon the past performance of the subjects (including serial design).
		16	44	24	7	97		
			1			1	1%	5. Single group experimental design using pre- and post-measurements to compare gains or losses with expected outcomes based upon the prior stated expectations of experts.
			5			5		
6			6	3		15	13%	6. Single- or multi-group experimental design using measurement data on the project group but making no attempt at comparison (based on questionnaire, checklist, teacher ratings or single administration of standardized test).
			29	14		49		
8	6	5	16	15	6	56	53%	7. A simple descriptive treatment of the program or of pupil outcomes (including teacher observation).
		16	77	71	20	198		
18	8	10	37	23	9	105	////	TOTAL
////	////	32	179	109	30	376	////	

*Shaded areas indicate figures for the universe of districts inferred from the sample.

TABLE 4

EVALUATION DESIGNS: WELFARE SERVICES

Classification						All Classes	Per-Cent	
A	B	C	D	E	F			
								1. Multi-group design with strict control group(s): for example children eligible for Title I but not attending area-of-concentration schools and not enrolled in any compensatory activities. This category has pre- and post-measurement as an essential prerequisite.
								2. Multi-group experimental design utilizing reference group(s): for example, other children in the same district of comparable age and grade. This category has pre- and post-measurement as an essential prerequisite.
								3. Single group experimental design using pre- and post-measurements to compare performance with state and/or national norms.
3	1		5	10	1	20	47%	4. Single group experimental design using pre- and post-measurements to compare gains or losses with expected outcomes based upon the past performance of the subjects (including serial design).
			▨ 24	▨ 47	▨ 3	▨ 78		
								5. Single group experimental design using pre- and post-measurements to compare gains or losses with expected outcomes based upon the prior stated expectations of experts.
			▨	▨	▨	▨		
		3		1		4	9%	6. Single- or multi-group experimental design using measurement data on the project group but making no attempt at comparison (based on questionnaire, checklist, teacher ratings or single administration of standardized test).
		▨ 9	▨	▨ 5	▨	▨ 14		
3	2	3	5	4	5	22	44%	7. A simple descriptive treatment of the program or of pupil outcomes (including teacher observation).
		▨ 9	▨ 24	▨ 19	▨ 16	▨ 73		
6	3	6	10	15	6	46	////	TOTAL
/////////		▨ 18	▨ 48	▨ 71	▨ 19	▨ 165	////	*Shaded areas indicate figures for the universe of districts inferred from the sample.

TABLE 5.

EVALUATION DESIGNS: HOME AND PARENT INVOLVEMENT

Classification						All Classes	Per-Cent	
A	B	C	D	E	F			
								1. Multi-group design with strict control group(s): for example children eligible for Title I but not attending area-of-concentration schools and not enrolled in any compensatory activities. This category has pre- and post-measurement as an essential prerequisite.
								2. Multi-group experimental design utilizing reference group(s): for example, other children in the same district of comparable age and grade. This category has pre- and post-measurement as an essential prerequisite.
								3. Single group experimental design using pre- and post-measurements to compare performance with state and/or national norms.
1		3	3	1		8	26%	4. Single group experimental design using pre- and post-measurements to compare gains or losses with expected outcomes based upon the past performance of the subjects (including serial design).
		9	15	5	▨	30		
								5. Single group experimental design using pre- and post-measurements to compare gains or losses with expected outcomes based upon the prior stated expectations of experts.
		▨	▨	▨	▨	▨		
1						1	1%	6. Single- or multi-group experimental design using measurement data on the project group but making no attempt at comparison (based on questionnaire, checklist, teacher ratings or single administration of standardized test).
		▨	▨	▨	▨	▨		
6	4	5	6	7		28	74%	7. A simple descriptive treatment of the program or of pupil outcomes (including teacher observation).
		16	29	33	▨	86		
8	4	8	9	8		37	////	TOTAL
////////	//////	25	42	38	▨	117	////	

*Shaded areas indicate figures for the universe of districts inferred from the sample.

TABLE 6. EVALUATION DESIGNS: COUNSELING AND GUIDANCE SERVICES

Classification						All Classes	Per-Cent	
A	B	C	D	E	F			
								1. Multi-group design with strict control group(s): for example children eligible for Title I but not attending area-of-concentration schools and not enrolled in any compensatory activities. This category has pre- and post-measurement as an essential prerequisite.
								2. Multi-group experimental design utilizing reference group(s): for example, other children in the same district of comparable age and grade. This category has pre- and post-measurement as an essential prerequisite.
					1	1	3%	3. Single group experimental design using pre- and post-measurements to compare performance with state and/or national norms.
					3	3		
2	2	2	2	1		9	25%	4. Single group experimental design using pre- and post-measurements to compare gains or losses with expected outcomes based upon the past performance of the subjects (including serial design).
		6	10	5	▨	25		
		1				1	3%	5. Single group experimental design using pre- and post-measurements to compare gains or losses with expected outcomes based upon the prior stated expectations of experts.
		3	▨	▨	▨	3		
2	1	2	2	2	2	11	34%	6. Single- or multi-group experimental design using measurement data on the project group but making no attempt at comparison (based on questionnaire, checklist, teacher ratings or single administration of standardized test).
		6	10	9	6	34		
2	1	1	4	1	2	11	36%	7. A simple descriptive treatment of the program or of pupil outcomes (including teacher observation).
		3	19	5	6	36		
6	4	6	8	4	5	33	////	TOTAL
////	////	18	39	19	15	101	////	*Shaded areas indicate figures for the universe of districts inferred from the sample.

MAJOR PROBLEM AREAS OF STATE ADMINISTRATION

Most of the problems connected with reviewing proposals occurred early in the year, while those centered around evaluation arose later.

Reviewing Proposals. A major source of difficulty in the process of reviewing proposals was the late funding of Title I. Because of this initial delay, there was a subsequent rush by local school officials to complete and submit applications. The omissions resulting from lack of long-range planning caused the further submission of amendments to the original applications. The process of reviewing these amendments further increased the work load of the Program Review Section at the time of the influx of new applications. A graphic representation of the number of initial applications approved during each month is presented in Figures K and L on pages 102 and 103.

Another problem area was the processing of applications of cooperative projects involving several districts. These were more difficult and time-consuming to review than were those from single districts and some time was required to work out feasible policies and regulations for cooperatives.

Because of unfamiliarity with the application procedures, many of the early proposals required extensive revision, and the review consultants spent a substantial portion of their time consulting with local officials on necessary changes. Observations reported by the Division's field consultants revealed that some local planners experienced difficulty in securing adequate information about educationally deprived children, in conceptualizing pupil-centered outcomes rather than school-centered objectives, in setting realistic and operationally stated objectives, and in focusing their attention upon educationally deprived children. However, as local school officials became more familiar with policies and procedures, the applications which came in later in the year were of a much higher quality.

Operations and Services. A major State administration problem in this area was the difficulty in securing and holding professional consultants. Until the staff was more adequately filled, a major portion of time was spent in consultative services and specific local planning, with little time remaining for broader planning on a statewide basis.

A factor which absorbed considerable staff time was over-cautiousness on the parts of some local officials in implementing their approved Title I programs. They contacted the Division of Compensatory Education for explicit clearance on decisions which should have been made at the local level. This problem lessened with the increased understanding by local school officials of the provisions and limitations of the progam.

Consultants from the Division of Compensatory Education visited school districts as often as possible to observe Title I projects and to discuss progress with the school officials. However, the Division's staff was not large enough to maintain the desired degree of close contact. More person-to-person contact, with opportunities for repeated visits, seems to be an essential factor in planning and carrying out innovative programs.

Evaluation. An important problem in State administration of Title I evaluation was the delay in securing an adequate staff for the Evaluation Section. This problem, coupled with late receipt of evaluation guidelines from the U. S. Office of Education, delayed development of detailed evaluation procedures for local districts.

Local schools did not receive the Guidelines for Evaluation until April, and administrators attempted to compile the required information before the termination of the school year. In some cases the relevant data were not available because school officials did not know what records to keep throughout the school year.

Another problem in the administration of evaluation was that, while many of the annual evaluation reports from local school districts were submitted in good order, a substantial number did not meet the minimum criteria of acceptability. As a result, it was necessary to contact local school officials for additional information or corrections, particularly in terms of the sections dealing with effectiveness of the projects in attaining stated pupil objectives and those reporting the results of standardized tests. The need for communication with local school officials regarding deficiencies in their evaluation reports came in the summer, the point at which the Evaluation Section was beginning to handle and analyze data for a statewide summary.

A further difficulty arose in attempting to separate the reports of summer projects from those conducted during the long term. It was decided that separate reports for these two periods should be submitted, but adequate direction to the schools on this point was not provided. Consequently, some districts presented their data in such a way that distinctions could not be made between the two periods.

Certain other difficulties arose when an attempt was made to summarize local evaluation reports on a statewide basis. There was not available a uniform set of criteria across the State to be used as a basis for judging the effectiveness of Title I projects. A variety of standardized achievement tests were used, and a number of school districts used different tests for pre-test and post-test. Many reports contained test results for student populations larger than the target population of educationally deprived children, thus obscuring possible changes which occurred in the direct participants. A few districts used outdated tests, tests that were not appropriate to the behavior being measured, or tests for which adequate norms had not been developed. These problems precluded reliable pretest-posttest analysis, and only limited information was gleaned from standardized test results.

Largely speaking, the legislation is adequate for planning, reviewing, operating, and evaluating Title I projects. Most of the problems in last year's operations were matters of administrative interpretation rather than basic legislation. Experience in administering the program for the year has resulted in considerable refinement of procedures and reduction of hindrances.

IMPLEMENTATION OF SECTION 205(a)(1) OF TITLE I

The Texas Education Agency was required by law to receive, review, and either approve or disapprove applications from local school districts for participation in the Title I program. Workshops and publications were provided in order to inform local school officials of the possibilities and limitations of Title I, and to assist them in planning their programs and completing applications.

Types of Projects Not Approvable on the Basis of Size, Scope, and Quality When First Submitted. There were a number of types of projects which were originally disapproved and which were referred back to the school officials for revision. In every case in which a project proposal was referred back for revision, and in which the local school officials attempted to make the suggested changes, the project proposals were ultimately approved after the changes were made. Among the types of projects which could not be approved as initially submitted were:

- projects which were primarily focused on vocational training,
- physical education projects which tended too much toward competitive athletics programs,
- projects in which funds were to be used primarily as supplements to salaries of extant staff, without making adequate provisions for new or extended learning experiences for children,
- remedial instruction projects in which too much emphasis was placed upon machinery and equipment,
- projects in which materials and equipment appeared to be designed to meet the general administrative needs of the school operation rather than the specific needs of educationally deprived children, that is, those which appeared to be in the nature of general aid,
- projects which tended to perpetuate racial or socio-economic segregation of children in the school district,
- projects designed primarily to provide new buildings,
- projects from school districts which did not have in operation some provision for preschool experiences for disadvantaged children; the preschool program was not required to be operating under Title I, but could be supported on a local basis or through Head Start,
- projects from school districts with fewer than twelve grades or having an allocation of less than $10,000; these districts were required to combine their resources with another district on a cooperative basis to ensure that projects would be of adequate size, scope, and quality,
- projects calling for special service personnel in districts having too few educationally deprived pupils to warrant the services of the specialist,

- projects without adequate description of plans for evaluation or dissemination of information,

- projects identifying too many educationally deprived children (in relation to the number of children allocated according to the 1960 census figures) or projects designating as target areas certain schools that did not have the required percentage of educationally deprived children,

- projects designed to reduce teacher-pupil ratio generally without specific provisions for meeting the needs of educationally deprived children, and

- projects in which the stated objectives did not appear to offer assurance that the identified needs of educationally deprived children would be met, that is, the objectives did not appear to have been derived from the identified needs of pupils.

Common Misconceptions About the Purpose of Title I. Related to these unapprovable types of projects and programs were a series of misconceptions on the parts of some school officials:

- that Title I was perceived as general aid to education, resulting in a tendency to use Title I personnel in unauthorized positions, to extend Title I services into non-area-of-concentration schools, and to utilize [illegible] Title I funds to support operations previously financed by local funds.

- that construction was the primary emphasis,

- that all children identified as educationally deprived must come from low-income families exclusively,

- that every educationally deprived child in the district must be served,

- that educationally deprived children should be identified as such in a way that would be general knowledge to all,

- that educationally deprived children should be grouped separately, apart from other children for instructional purposes, and

- that responsibility for evaluation of the local Title I project might be largely turned over to an external agency to be completed.

One further misconception that existed for some local school officials was that the requirement for adequate evaluation of the local program would not be strictly enforced, and that a superficial evaluation report would be accepted without comment. This misconception was dispelled by the fact that unacceptable evaluation reports were returned to the districts and clearance on their evaluation requirements was not given until adequate standards had been met. A detailed report of these deficiencies in evaluation reporting is presented in Appendix D.

COORDINATION OF TITLE I AND COMMUNITY ACTION PROGRAMS

The Elementary and Secondary Education Act and the Economic Opportunity Act constitute two of the major thrusts in the campaign to help individuals overcome the disadvantages placed upon them by low-income status and its resultant deprivation. Strong emphasis was placed upon the coordination of these two resources at the local level in order to build the strongest possible strategies to break the poverty cycle.

Number of Local Educational Agencies with Both Title I and Community Action Programs; and Title I Funds Approved. During the 1965-66 school year there were in Texas 322 Title I projects approved for areas for which there was an approved Community Action Agency. Included in these 322 projects were 55 cooperative projects involving 166 school districts. Thus, Title I programs were conducted in 433 local school districts located in the 77 counties for which there were approved Community Action Agencies. These counties are shown on the map in Figure F. Figure G describes Community Action Programs by class. Figure H shows the same data broken down by region. Figure I depicts the distribution of Community Action Programs, by region, for the entire State. In the districts which had approved Community Action Agencies, there was approved a total of $46,844,415 in Title I funds. This represents 69 percent of the total Title I funds approved in Texas during 1965-66.

Action by State Educational Agency to Ensure Cooperation and Coordination. In order to ensure coordination and cooperation between Title I applicants and Community Action Agencies at the local level, the Texas Education Agency stated clearly in the Guidelines for the Development of Projects Under Title I, and reiterated in regional workshops, that local school officials were required to initiate contacts with Community Action Agency officials in the planning of Title I programs. They were asked to describe the nature of these contacts in their Title I proposals. That section of the proposal was monitored by the review consultant to ascertain whether or not fullest possible cooperation had been achieved. The Texas Office of Economic Opportunity, with responsibility for approving Community Action Programs, requested the Texas Education Agency staff to review Community Action Programs with educational components and to make recommendations regarding their feasibility. Consultants in the Division of Compensatory Education performed this function as another means of achieving coordination between the two programs.

Successes in Securing Community Action Agency-Local Educational Agency Cooperation. Officials of the Texas Office of Economic Opportunity reported that most of the directors of Community Action Agencies felt that the atmosphere for working with local school officials had improved as both gained experience with the programs. Cooperation and coordination depended at least in some degree on the personal relationship between the director of the Community Action Agency and the school superintendent. They mentioned that a number of school men were participating in the planning of programs other than their own, interpreted as one of the best means of coordination. In their annual Title I evaluation reports, 3 percent of local school districts indicated that the superintendent or Title I coordinator served on the local Community Action Agency advisory or executive board.

Figure F

COUNTIES HAVING APPROVED FUNDED COMMUNITY ACTION ORGANIZATIONS

As of June 23, 1966

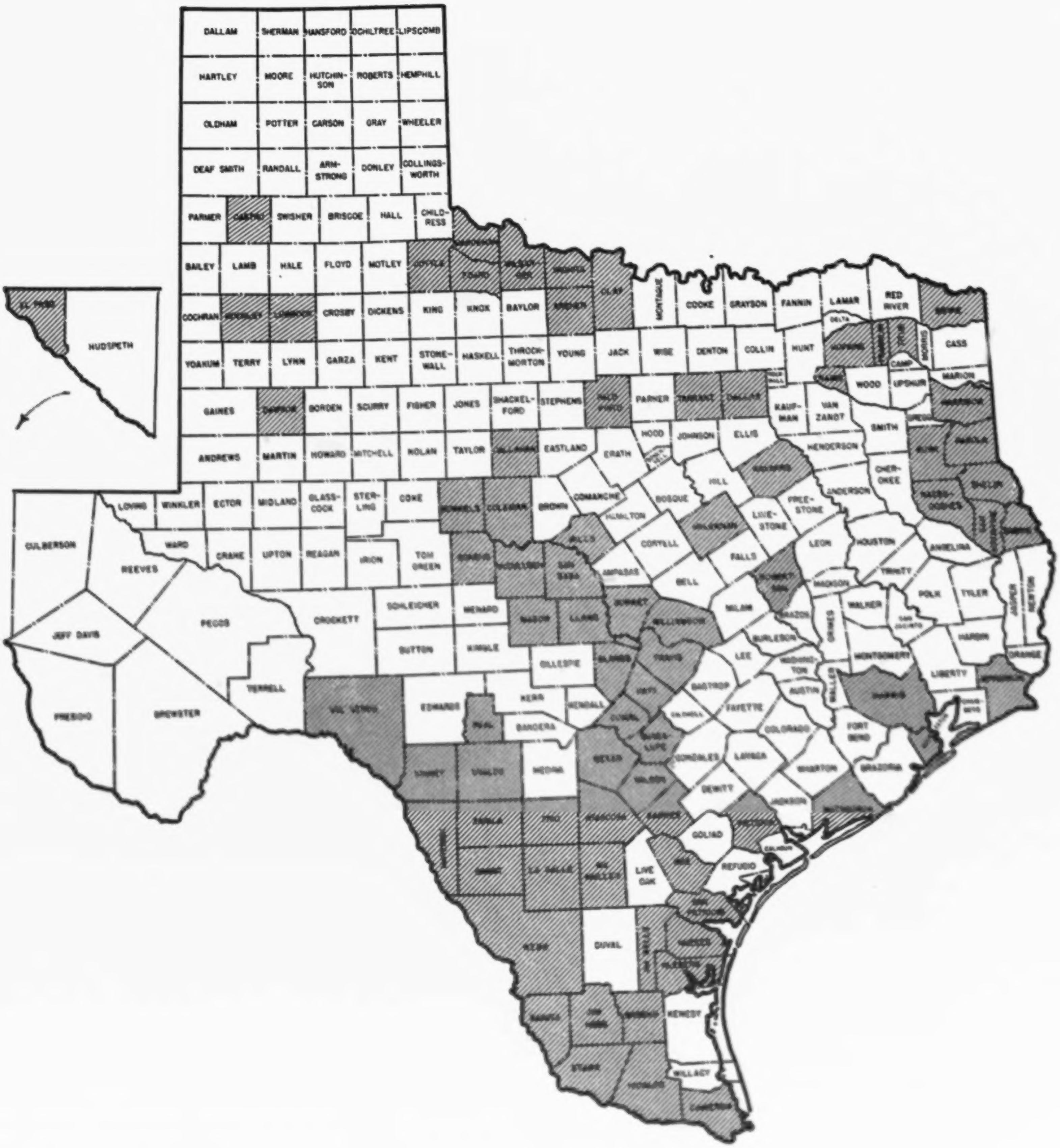

DALLAM
SHERMAN
HANSFORD
OCHILTREE
LIPSCOMB
HARTLEY
MOORE
HUTCHINSON
ROBERTS
HEMPHILL
OLDHAM
POTTER
CARSON
GRAY
WHEELER
DEAF SMITH
RANDALL
ARMSTRONG
DONLEY
COLLINGSWORTH
PARMER
CASTRO
SWISHER
BRISCOE
HALL
CHILDRESS
BAILEY
LAMB
HALE
FLOYD
MOTLEY
COTTLE
FOARD
WILBARGER
WICHITA
COCHRAN
HOCKLEY
LUBBOCK
CROSBY
DICKENS
KING
KNOX
BAYLOR
ARCHER
CLAY
MONTAGUE
COOKE
GRAYSON
FANNIN
LAMAR
RED RIVER
BOWIE
YOAKUM
TERRY
LYNN
GARZA
KENT
STONEWALL
HASKELL
THROCKMORTON
YOUNG
JACK
WISE
DENTON
COLLIN
HUNT
DELTA
HOPKINS
FRANKLIN
TITUS
MORRIS
CASS
CAMP
MARION
GAINES
DAWSON
BORDEN
SCURRY
FISHER
JONES
SHACKELFORD
STEPHENS
PALO PINTO
PARKER
TARRANT
DALLAS
ROCKWALL
KAUFMAN
VAN ZANDT
WOOD
UPSHUR
HARRISON
GREGG
ANDREWS
MARTIN
HOWARD
MITCHELL
NOLAN
TAYLOR
CALLAHAN
EASTLAND
ERATH
HOOD
SOMERVELL
JOHNSON
ELLIS
HENDERSON
SMITH
RUSK
PANOLA
EL PASO
HUDSPETH
LOVING
WINKLER
ECTOR
MIDLAND
GLASSCOCK
STERLING
COKE
RUNNELS
COLEMAN
BROWN
COMANCHE
BOSQUE
HILL
NAVARRO
FREESTONE
ANDERSON
CHEROKEE
NACOGDOCHES
SHELBY
SAN AUGUSTINE
SABINE
CULBERSON
REEVES
WARD
CRANE
UPTON
REAGAN
IRION
TOM GREEN
CONCHO
McCULLOCH
SAN SABA
MILLS
HAMILTON
CORYELL
McLENNAN
LIMESTONE
FALLS
LEON
HOUSTON
ANGELINA
TRINITY
POLK
TYLER
JASPER
NEWTON
ROBERTSON
MADISON
WALKER
SAN JACINTO
LAMPASAS
BELL
MILAM
BRAZOS
GRIMES
JEFF DAVIS
PECOS
CROCKETT
SCHLEICHER
MENARD
MASON
LLANO
BURNET
WILLIAMSON
BURLESON
WASHINGTON
MONTGOMERY
LIBERTY
HARDIN
ORANGE
SUTTON
KIMBLE
GILLESPIE
BLANCO
TRAVIS
LEE
AUSTIN
WALLER
HARRIS
CHAMBERS
JEFFERSON
TERRELL
VAL VERDE
EDWARDS
KERR
KENDALL
HAYS
BASTROP
FAYETTE
COMAL
CALDWELL
REAL
BANDERA
GUADALUPE
GONZALES
COLORADO
FORT BEND
GALVESTON
PRESIDIO
BREWSTER
KINNEY
UVALDE
MEDINA
BEXAR
WILSON
LAVACA
WHARTON
BRAZORIA
DEWITT
JACKSON
MATAGORDA
MAVERICK
ZAVALA
FRIO
ATASCOSA
KARNES
GOLIAD
VICTORIA
CALHOUN
DIMMIT
LA SALLE
McMULLEN
LIVE OAK
BEE
REFUGIO
SAN PATRICIO
ARANSAS
WEBB
DUVAL
JIM WELLS
NUECES
KLEBERG
ZAPATA
JIM HOGG
BROOKS
KENEDY
STARR
HIDALGO
WILLACY
CAMERON

FIGURE G

PERCENTAGE BY CLASS OF SCHOOLS REPORTING APPROVED COMMUNITY ACTION AGENCIES IN THEIR DISTRICT

Class percentages of 217 school districts in the representative sample are indicated below. (Five districts in the sample of 222 did not submit these data.) The graph represents the percentages of "Yes" and "No" responses to the question: Is there an approved Community Action Program operating in your district?

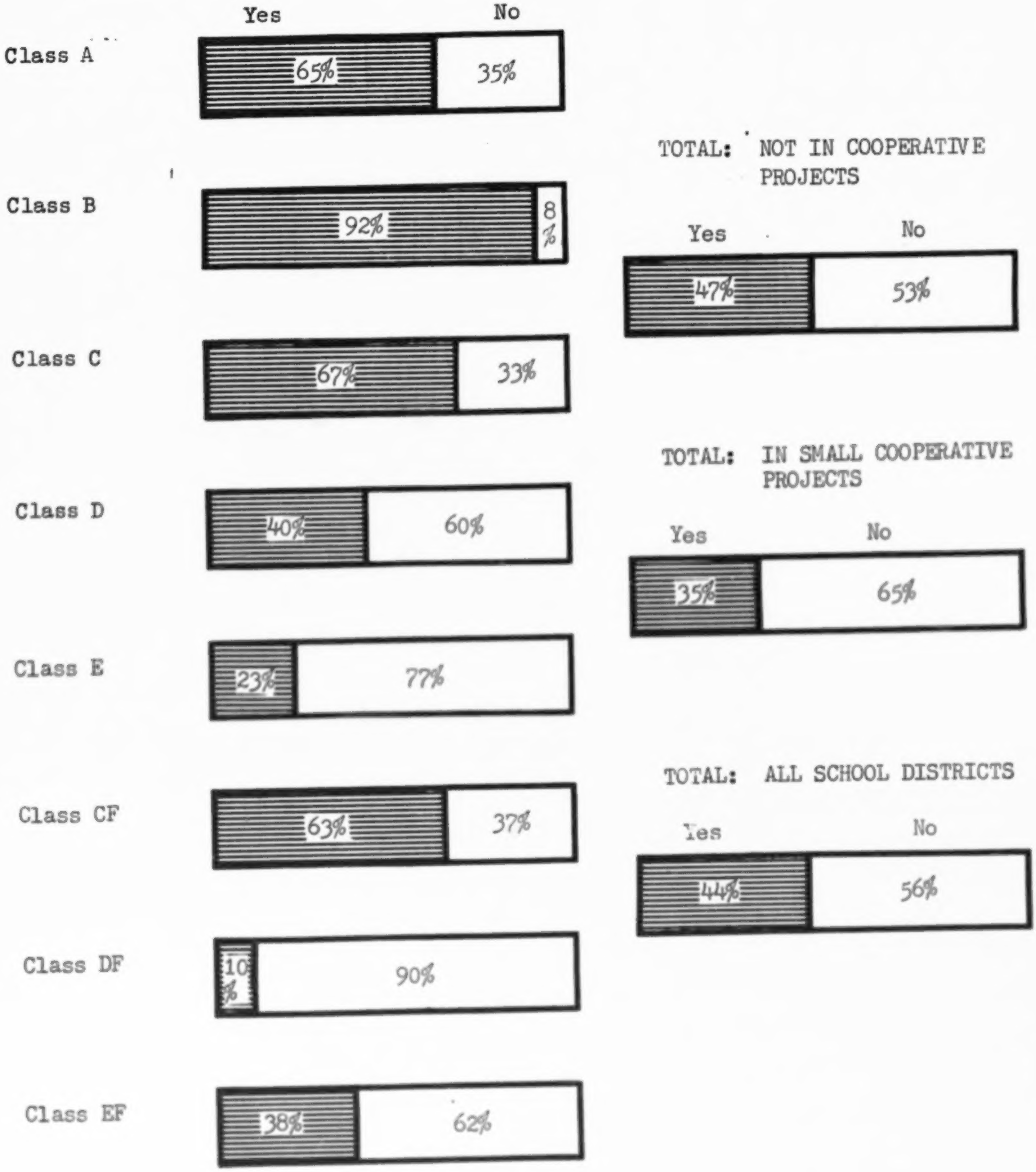


FIGURE H

PERCENTAGE OF SCHOOL DISTRICTS BY REGION HAVING BOTH TITLE I PROJECTS AND COMMUNITY ACTION AGENCIES

Compiled on basis of information received from Texas Office of Economic Opportunity, and accounting for 1133 school districts having Title I, Figure H depicts the percentage of school districts with Title I projects which were located in counties having Community Action Agencies. Taking the number of school districts with Title I projects in the region as the total, each bar graph shows the percentage of school districts in that region which had Community Action Agencies operating (shaded areas).

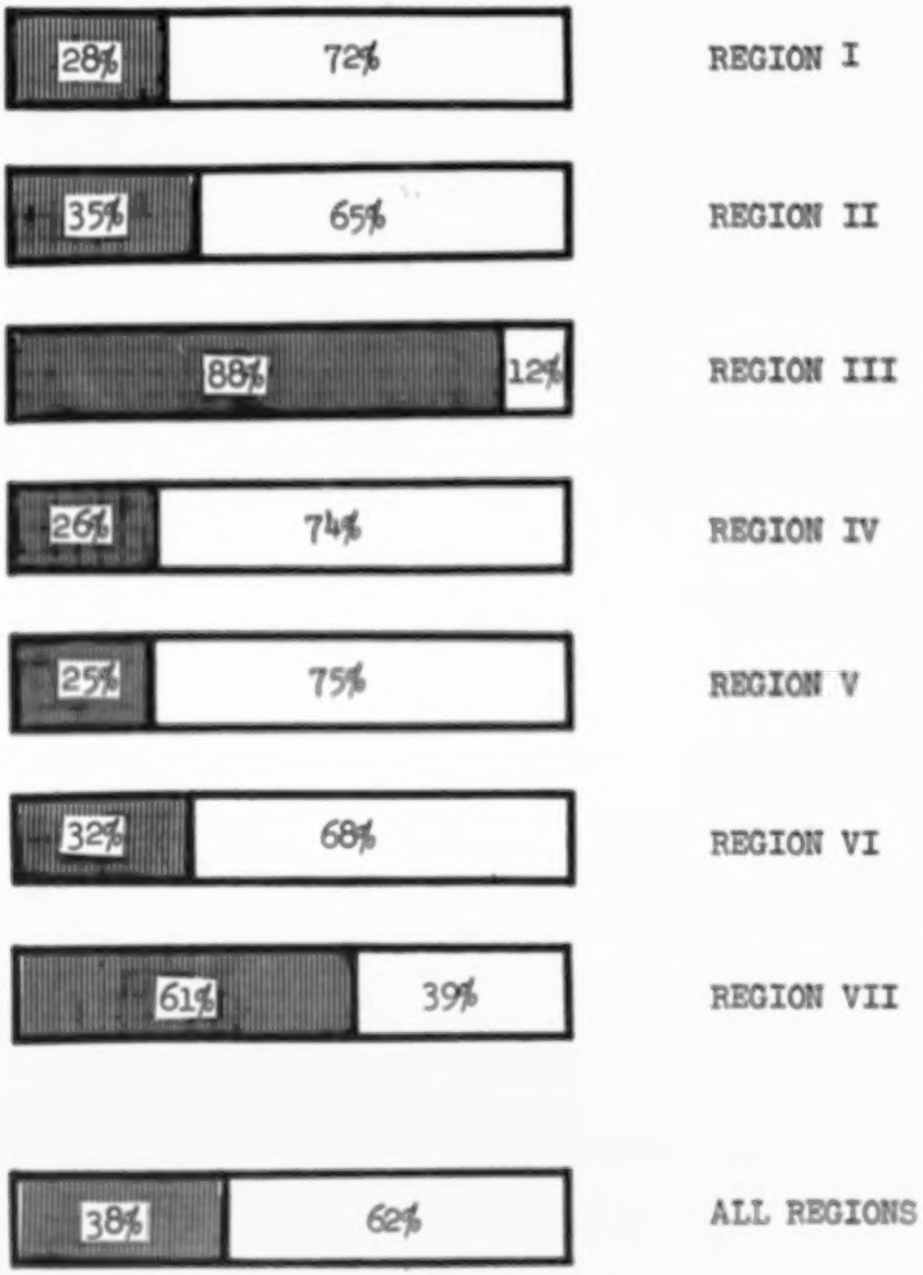
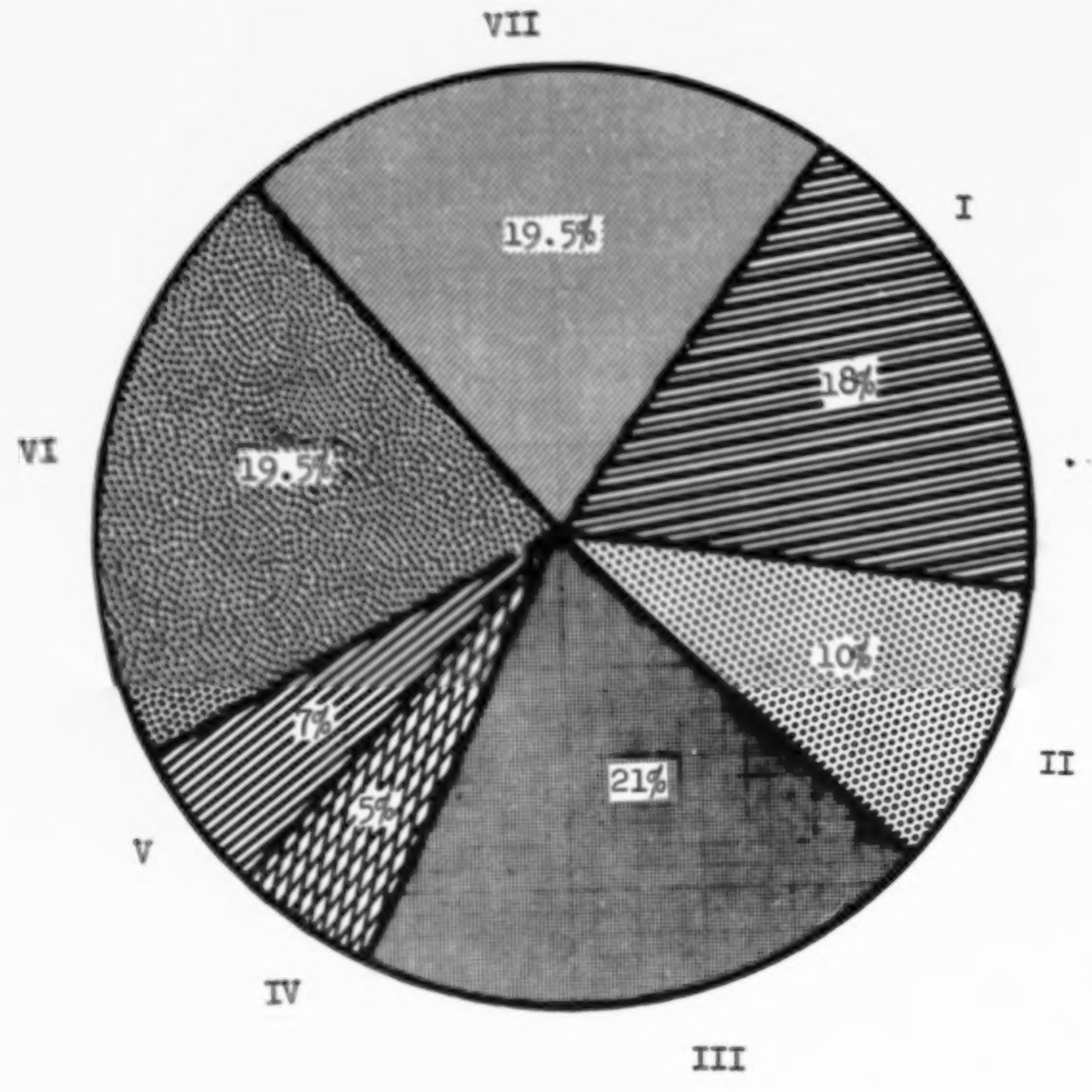


FIGURE I

PERCENTAGE BREAKDOWN OF SCHOOL DISTRICTS HAVING TITLE I PROJECTS IN COUNTIES WITH APPROVED COMMUNITY ACTION AGENCIES

In the 77 counties with approved Community Action Agencies there were 322 Title I projects. The percentage of these projects by region are shown below.



Problems in Securing Community Action Agency-Local Educational Agency Cooperation. The Division of Compensatory Education field consultants reported via questionnaires that a number of school districts abandoned plans to implement Head Start programs in favor of preschool programs funded under Title I, since the latter were generally approved at an earlier date. It was also noted that school officials were reluctant to let non-school men connected with Community Action Programs determine and regulate an educational activity.

Coordination of Title I projects with Community Action Programs could not be planned in advance during the 1965-66 school year. It was impossible for the two programs to be planned together since Title I projects were usually approved and in operation much earlier than Community Action Programs. Because of this time lag, the Community Action Programs in most cases could do more than try to understand what was already being done under Title I and plan their programs to fit the existing framework. Another problem was the fact that a Community Action Program had to apply to the Office of Economic Opportunity for each specific activity, while funds for a Title I program could be approved for all activities and services in a single application.

A final problem was that a number of local school officials did not understand the definition of a Community Action Program. The legal definition of a Community Action Program was that there was an approved and operating Community Action Agency for the geographic area of which the school district is a part. Some indicated in their Title I evaluation reports that thev had a Community Action Program, when in reality they had only a Head Start component. Seven percent of the school districts in the representative sample made this error in their evaluation reports. Other school districts, with a Community Action Agency approved and operating in the area, were not aware of its existence and therefore indicated in their evaluation reports that they were not served by a Community Action Agency. This kind of error in Title I evaluation reporting was more widespread, occurring in approximately 37 percent of the sample districts.

The past year's experience indicated that there is a need for more parental involvement in programs aimed at combating poverty and deprivation. Educational activities were often isolated in the schools, separate from the functions of a neighborhood center. If adult education classes could be conducted at a neighborhood center rather than a school, the parents might become interested in other activities and become more involved in community affairs. Likewise, school buildings left vacant as the result of recent school integration could be used for both educational and recreational programs involving the entire family rather than children or parents separately.

Interrelationships of the Two Programs. Officials of the Governor's Office of Economic Opportunity indicated that they had observed instances in which the two programs were used in a reinforcing manner. Educators served on Community Action Agency boards to enhance communication and understanding of what both groups were doing to improve the lives of poverty-stricken families. Joint funding occurred in some communities, such as hiring of staff under Title I while Community Action Projects paid for medical and welfare services.

The Division of Compensatory Education field consultants reported instances of interrelated programs in such cases as the preschool program in Big Spring, the coordinated work study program with Howard County Junior College in Big Spring, and the expansion of employment opportunities and occupational training in the counties of Starr, Zapata, and Webb, areas with high concentrations of low-income families located along the Mexican border.

The inter-relationships of the two programs at the local level are shown in Table 7 and Figure J. The following taxonomy includes six numbered categories indicating varying degrees of coordination:

1--Specific evidence of coordination such as sharing of materials or personnel, ranging from small schools to metropolitan centers;

2--Evidence of coordination, even if only for one activity, ranging from one coordinated activity to several activities which involved cooperation of Title I and CAP;

3--Some coordination of activities attempted, but evidence was not given; if Head Start existed, some effort was made to coordinate this program with Title I;

4--CAP only superficially involved: still in process of organization, only interpreted Title I to them, sent copy of Title I plans to them, or gave a short, blanket type response --"No problems encountered at all." Includes operation of Head Start where no coordination was attempted--programs just existed side by side;

5--No descriptive material included; also covers those schools whose CAP was funded or approved late in the school year, April or May. Includes those school districts which had inactive or inoperative CAP's;

6--Includes those schools which showed confusion or lack of understanding of CAP: (+) means that the school had a CAP and did not know or report it; (-) means that the school said they had a CAP but actually did not.

TABLE 7. NUMBER AND PERCENTAGE OF SCHOOLS IN EACH CLASS CHECKING "YES" WHICH REPORTED VARYING DEGREES OF COORDINATION WITH COMMUNITY ACTION PROGRAMS

	Class A	Class B	Class C
Category 1:	one school----11%	one school---- 9%	three schools--13%
Category 2:	four schools--45%	none	two schools-----8%
Category 3:	one school----11%	none	two schools-----8%
Category 4:	one school----11%	five schools- 46%	three schools--13%
Category 5:	two schools---22%	two schools---18%	two schools-----8%
Category 6+:	none	three schools-27%	twelve schools-50%

	Class D	Class E
Category 1:	two schools---- 9%	none
Category 2:	one school----- 5%	none
Category 3:	three schools--14%	none
Category 4:	five schools---24%	none
Category 5:	four schools---19%	six schools--50%
Category 6+:	six schools---29%	six schools--50%

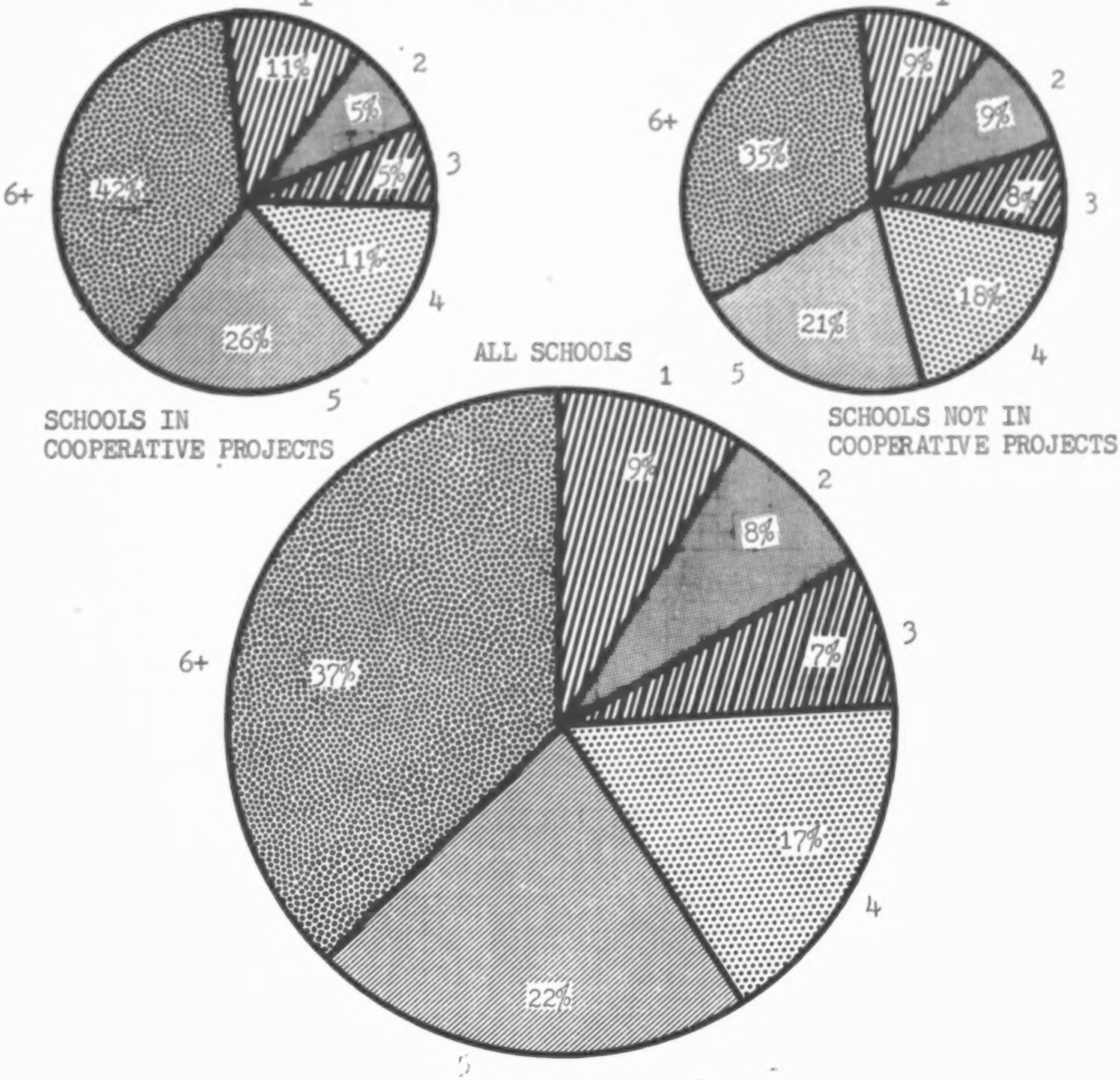
	Class AF	Class CF
Category 1:	two schools--50%	none
Category 2:	one school---25%	none
Category 3:	none	none
Category 4:	none	none
Category 5:	one school---25%	one school---20%
Category 6+:	none	four schools-80%

	Class DF	Class EF
Category 1:	none	none
Category 2:	none	none
Category 3:	none	one school---11%
Category 4:	none	two schools--22%
Category 5:	one school--100%	two schools--22%
Category 6+:	none	four schools-45%

It is interesting to note in Figure J that for the first three levels, expressions of closer coordination between the two programs, there were fewer statements by local school officials than might have been desirable. Most of the statements were Levels 4, 5, and 6 which generally reflected a more superficial kind of coordination.

FIGURE J

PERCENTAGE BREAKDOWN OF SCHOOLS REPORTING VARIOUS CATEGORIES OF TITLE I — COMMUNITY ACTION PROGRAM COORDINATION



INTERRELATIONSHIP WITH OTHER TITLES OF ESEA AND WITH OTHER FEDERALLY FUNDED PROGRAMS

As in the case of Community Action Projects, there was strong encouragement for local school districts to coordinate Title I efforts with programs under other titles of the Elementary and Secondary Education Act and with other Federally supported programs.

Title II, ESEA. According to the evaluation reports submitted by local schools, Title II was the program most frequently coordinated with Title I. This program was administered in Texas by the Division of Instructional Media of the Texas Education Agency, which has reponsibility for providing leadership and assistance in audio-visual instructional approaches and library services.

In the operation of Titles I and II there was close coordination and communication between the Divisions of the Texas Education Agency having planning responsibilities for the two titles. The main supportive function between these two titles was the purchase of books and materials under Title II to upgrade school libraries which were constructed(or remodeled)and staffed as an integral part of the Title I programs. In most cases, the books purchased under Title II were available for use by all the students in the school, and the Title I children had free access to them. In a few cases, however, materials were purchased that were explicitly designed for educationally deprived children, such as high-interest low-level books and special remedial materials.

The upgrading of library facilities, with the consequent opportunities to make them available to pupils after school and in the summer, was also a benefit to pupils in Title I programs. A number of useful educational materials and aids -- globes, maps, charts, filmstrips, tapes, and audio-visual equipment -- were purchased under Title II and were used freely in the special programs for children under Title I. Several central instructional media centers, planned and set up under Title II, were of great benefit to the Title I instructional activities.

Extensive inservice training and staff development programs were carried out under Title II to improve teacher skills in the use of audio-visual materials and specialized instructional materials. Workshops and institutes were sponsored for both subject area personnel and for other staff members concerned with providing programs for educationally deprived children.

Title III, ESEA. The main mission of Title III was to invent, develop, test, disseminate, and adapt innovative educational strategies. At the same time, a high premium was placed upon innovation in the planning of Title I projects; if traditional strategies have not been effective in meeting the needs of educationally deprived children, then new and different approaches were needed if success is to be achieved.

Experience of local school officials in attempting to design effective Title I programs led to the formulation and approval of several pilot projects under Title III. Most of the Title III projects are still in the planning stages, or in early phases of operation and have not yet provided research data for adaptation to Title I programs. The following Title III projects show particular promise for application to Title I programs:

A & M CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
The Creative Application of Technology to Education

--Planning--
Amount Funded: $110,073
Contract Period: 5/1/66 -- 1/31/67 (changed to 6/8/66 -- 2/15/67)

To explore ways to strengthen education in a 22-county area through the use of data storage and retrieval, and computer assisted instruction.

EDGEWOOD INDEPENDENT SCHOOL DISTRICT
A Model Language Project

--Planning--
Amount Funded: $75,993
Contract Period: 6/1/66-- 5/31/67

To operate, via closed-circuit television, classes in oral English and reading in an area with a heavy concentration of Spanish-speaking children.

EL PASO INDEPENDENT SCHOOL DISTRICT
El Paso Language Training and Instruction Center

--Planning--
Amount Funded: $176,462
Contract Period: 6/30/66-- 5/31/67

To establish a model center, including a classroom-laboratory equipped with the latest materials, for teaching English and Spanish.

EL PASO INDEPENDENT SCHOOL DISTRICT
Quest for Quality

--Planning--
Amount Funded: $67,000
Contract Period:
1/28/66 --6/30/66

To plan two centers--one to teach English and Spanish and the other to give information about the general culture--in an area where one half of the first grade pupils are of Mexican -American origin.

EL PASO INDEPENDENT SCHOOL DISTRICT
Southwest Intercultural and Language Center (Operational Phase Two)

--Operational--
Amount Sought: $331,292
Contract Period:
7/1/66 -- 6/30/67

To continue and improve the operation of a center to develop special techniques for dealing with the problems of bilingual culturally deprived groups native to the geographic area.

HIDALGO COUNTY SCHOOLS
Rio Grande Valley Educational Service Center

--Planning--
Amount Funded: $82,175
Contract Period:
6/1/66 -- 3/1/67

To develop, in an area with 75 percent of the school population of Mexican-American heritage, an appropriate instructional program, establish inservice to improve competencies in working with these pupils and in using multi-media, provide for evaluation of innovations and educational technology, and maintain audio-visual services, including educational television.

AUSTIN INDEPENDENT SCHOOL DISTRICT
A Project for the Planning of Four Demonstration Centers for Individualized Instruction through a Learner-Centered Multi-Media Approach

--Planning--
Amount Funded: $139,278
Contract Period:
9/1/66 -- 8/31/67

To develop teacher skills in the use of media for individual rather than for group instruction, to investigate the role of programed media in working with children for whom English is a second language, and to create a network for communication among the existing media centers of the State.

CANYON INDEPENDENT SCHOOL DISTRICT
Texas Cooperative Dissemination Project

--Operational--
Amount Funded: $383,572
Contract Period:
9/6/66 -- 9/5/67

To establish and operate a supplementary education center to obtain and recast into functional language for use in the educational system the vast store of new knowledge and information annually developed by the research efforts of government, industry, and education.

LUBBOCK INDEPENDENT SCHOOL DISTRICT
A Library-Learning Center

--Operational--
Amount Funded: $156,255
Contract Period:
7/8/66 -- 6/30/67

To establish a model library-learning center to serve as an inservice and demonstration center for the Lubbock area and to extend the service of the school through a summer enrichment program for both preschool and school-age children.

HUNTSVILLE INDEPENDENT SCHOOL DISTRICT
Sam Houston Area Cooperative Curriculum Center for Improvement of Educational Opportunities

--Planning--
Amount Funded: $66,141
Contract Period:
9/19/66 -- 5/31/67

To plan for the establishment of a center to serve 60 school districts in 13 culturally and economically deprived counties by retraining of teachers, development and distribution of curriculum materials, and establishment of pilot programs in reading and language arts in grades 1-6 and science in grades 7-8.

HURST-EULESS-BEDFORD INDEPENDENT SCHOOL DISTRICT
A School-Centered Total Community Health Education and Physical Fitness Program

--Planning--
Amount Sought: $107,574
Contract Period Sought:
7/1/66 -- 6/30/67

To use research, surveys, and testing to discover the steps and programs necessary to form a coordinated educational program in school and community health, physical fitness, and safety.

LANCASTER INDEPENDENT SCHOOL DISTRICT
Exemplary Neighborhood Learning Center

--Planning--
Amount Funded: $39,140
Contract Period:
8/29/66 -- 8/28/67

To enable a team of architects, educational consultants, curriculum specialists, librarians, and community development experts to plan a multi-purpose community learning facility which may incorporate a program of international cultural understanding, and a learning laboratory for adults as well as children.

NACOGDOCHES COUNTY SCHOOL BOARD OF EDUCATION
School Board of Education Cooperative Project for Improvement of Educational Opportunity for Children with Learning Difficulties

--Planning--
Amount Funded: $66,500
(Decreased to $62,200)
Contract Period:
8/1/66 -- 5/1/67

To explore ways to improve educational opportunities in a 19-county area through the coordination of educational resources.

PEARLAND INDEPENDENT SCHOOL DISTRICT
Gulf Schools Supplementary Education Center

--Operational--
Amount Funded: $70,379
Contract Period:
9/6/66 -- 1/6/67

> To provide services to schools in a 19-county area in educational planning, evaluation, dissemination, and application, through providing an equipped conference center and a specialized staff.

The Education Research Information Center (ERIC), sponsored under Title V, has been used on a limited basis as a source of information for planning of Title I programs. Additional data processing machines, as well as additional staff members engaged under Title V, have been of great assistance in processing the data for both administrative reporting and for statewide summary of evaluation results.

Funds for professional staff development, provided through Title V, were used to send the Program Director for Title I evaluation to a week-long workshop on techniques for evaluating Title I programs sponsored by the Education Testing Service last April in Princeton.

Through resources of Title V it has been possible to increase the professional staff of the Division of Program Development, which is responsible for generating ideas for effective instructional programs and for providing consultative services to local school districts to help them implement such programs. In addition, consultants of the Division of Program Development have worked toward development of curriculum materials adapted for children with learning problems.

National Defense Education Act. Instructional materials provided under Title III of this Act have increased the capacity of local school officials to provide individualized instruction for educationally deprived children. Workshops have been sponsored by the Division of Program Development, partially supported under Title III resources, to upgrade the skills of professional staff members.

Standardized tests provided under Title V of the National Defense Education Act have been used in some cases as instruments for identification of educationally deprived children and for the collection of data for evaluation of Title I programs.

Consultants of the Division of Guidance Services, partially supported under Title V NDEA, are experts in the areas of measurement techniques and design of educational studies. They have offered extensive assistance to local school officials in conducting and interpreting evaluation procedures, as well as in planning and implementing expanded guidance and counseling services under Title I. A pilot project under Title V of the National Defense Education Act, established to explore the role of the elementary school counselor in Texas, has begun to generate information which is helpful to local program planners who are interested in providing guidance and counseling services in the elementary grades under Title I.

Economic Opportunity Act. Title I funds were coordinated with programs under the Economic Opportunity Act. There was notable coordination at the preschool level between Title I programs and Head Start programs. In a number of cases a single preschool program was sponsored jointly through these two resources. In some school districts Neighborhood Youth Corps work training programs were supervised by members of the Title I staff. On the other hand, Title I programs utilized NYC students as aides, enabling the professional personnel to devote more time to professional functions. In other instances NYC aides took care of such responsibilities as routine clerical operations and lunch room counts.

Considerable coordination occurred between Title I programs and programs for migrant families, both for children and adults. The Adult Basic Education Program, sponsored under the Vocational Education Act, and the Adult Migrant Education Program, under the Economic Opportunity Act, provided developmental experiences for parents which indirectly affected the welfare of migrant children. In some cases parents stabilized employment patterns and in other cases they became more appreciative of the importance of education in present day society.

The Texas Project for the Education of Migrant Children, funded partially under the Economic Opportunity Act, provided a special school program adapted more closely to the needs of migrant children. Approximately 20,000 migrant children participated during 1965-66. The project was carried on in forty school districts in Texas, almost all of which also had Title I programs. In these school districts there was close coordination between the efforts of both of these programs. Almost all of the migrant children qualified as educationally deprived children, and were therefore able to participate in some of these activities provided by Title I during the time they were enrolled in school.

COOPERATIVE PROJECTS BETWEEN DISTRICTS

Local school districts with entitlements of less than $10,000 or with fewer than twelve grades were permitted to participate in Title I only if they joined with at least one other district in a cooperative project. There was a total of 151 cooperative projects in the State, involving 474 school districts. While the number of member districts in cooperative projects varied from two to eleven, the average number was three districts. There were several different combinations of school districts that comprised cooperatives: one large urban district and one or more smaller ones, a medium-sized district and one or more small rural districts, and several small districts. One district in each cooperative, usually the largest one, acted as the fiscal agent for the total project.

The cooperative arrangement was introduced primarily to strengthen programs with limited funds through the sharing of equipment and personnel and to facilitate the administration. Table 8 shows a breakdown of information on cooperative projects.

TABLE 8. COOPERATIVE PROJECTS: STATISTICAL INFORMATION

Class*	Number of Cooperative Projects	Number of School Districts	Amount of Funds Approved	Public School Participants	Non-Public School Participants	Total
A	5	12	$ 3,402,185.71	18,171	78	18,249
B	0	0		0	0	0
C	18	52	875,450.00	5,280	0	5,280
D	44	137	5,054,345.51	25,943	684	26,627
E	84	273	2,865,725.00	15,383	66	15,449
TOTAL	151	474	$12,197,706 22	64,777	828	65,605

Table 9 shows a breakdown of cooperative projects for the seven regions. It can be seen that most of the cooperative projects, as well as most of the school districts which participated in cooperative projects, were located in Regions I and VI, East Texas and North Central Texas.

Successes in Developing and Implementing Cooperative Projects. The major success of the cooperative projects appears to have been the intensity and variety of activities and services afforded to pupils in small schools that would not otherwise have been available to them. Additional staff members and professional personnel, such as counselors and librarians, music and art teachers, visiting teachers, and various kinds of aides, were made available to member districts on at least a part-time basis. Inservice training for staff members, often infeasible in small districts, was pro-

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* Class designation is based upon the classification of the largest district in the cooperative.

TABLE 9. DISTRIBUTION OF COOPERATIVE PROJECTS BY REGION

Region	Number of Cooperatives					Number of Schools Within Cooperatives					Percent of Cooperatives					Percent of Schools Within				
	AF	CF	DF	EF	Total	AF	CF	DF	EF	Total	AF	CF	DF	EF	Total	AF	CF	DF	EF	Total
I	--	2	15	24	41	--	5	35	78	118	--	1.3	9.9	15.8	27.2	--	1.0	7.3	16.4	24.8
II	--	2	2	2	6	--	5	5	7	17	--	1.3	1.3	1.3	3.9	--	1	1	1.4	3.5
III	1	2	2	6	11	2	8	9	15	34	.6	1.3	1.3	3.9	7.2	.4	1.6	1.8	3.1	7.2
IV	--	--	1	5	6	--	--	2	20	22	--	--	.6	3.3	3.9	--	--	.4	4.2	4.6
V	1	--	10	11	22	4	--	21	28	53	.6	--	6.6	7.2	14.5	.8	--	4.4	5.9	11.3
VI	2	11	7	30	50	4	31	46	109	190	1.3	7.2	4.6	19.8	33.2	.8	65	9.7	22.9	40.0
VII	1	1	7	6	15	2	3	19	16	40	.6	.6	4.6	3.9	9.9	.4	.6	4.0	3.3	8.4
TOTAL	5	18	44	84	151	12	52	137	273	474	3.1	11.7	28.9	55.2	99.8	2.4	10.7	28.6	57.2	99.8

vided for in many of the small schools through the resources of the larger school in the cooperative project.

Small schools gained access to new and better equipment, instructional aids and materials, and other media which were shared among the schools in the cooperative. Most of the small schools would not have been able to afford these items independently. Small districts with limited or negligible accounting capabilities received these services through the cooperative. Cooperative arrangements enabled the small school districts to provide additional services such as health care and counseling, to accomplish more efficient administration of the program, and to employ additional personnel.

In their annual evaluation reports, 20 to 25 percent of cooperative projects mentioned successes such as:

- cooperativeness of staff,
- enthusiastic response of teachers and pupils,
- enthusiasm, cooperation, and support of parents,
- adequacy of supplies, materials, and equipment, and
- provision of food, health, medical, and welfare services to pupils.

Problems in Developing and Implementing Cooperative Projects. One of the problems encountered by cooperative projects was the lack of coordination for planning of the various activities and services. In some cases the shared personnel and equipment were not utilized optimally. As a result, a relatively low level of effectiveness pervaded the program except in the larger schools which could function adequately on their own. Occasionally, lack of cooperation between Title I and regular staff detracted from the program. In one instance a visiting teacher drove 40 miles to one school district but the regular classroom teacher would not release the children from his class.

In evaluating Title I projects, the members of cooperatives often submitted the statistical and descriptive information for all districts together in one report. This precluded the possibility of looking selectively at the progress of pupils in any one district in the cooperative. In a few cases member school districts left responsibility for evaluation totally to the school district which had been appointed as fiscal agent.

Division consultants reported that some problems resulted from school officials' having felt forced to cooperate in order to participate in Title I. In one situation cited, personal friction between the county superintendent and a Title I administrator made the entire program suffer.

In some cases lack of communication among schools resulted in the cooperative's serving only as an accounting center rather than as a real base for educational services. Some of the small school districts were reluctant

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to enter into cooperative arrangements with larger school systems because of apprehension over possible school district consolidation. Annual evaluation reports from school districts indicated that over half of the projects had problems with late arrival of materials and equipment. About 25 percent experienced difficulties in engaging qualified staff and in providing adequate facilities for Title I programs.

With regard to planned modifications of their programs for the following year's operation, 25 percent of cooperative projects said that they would

- employ additional staff,
- provide more facilities and equipment,
- expand the program, or elements of it, and
- develop more effective evaluation procedures.

NON-PUBLIC SCHOOL PARTICIPATION

The Texas Education Agency strongly encouraged officials of public school districts to work with officials of the non-public schools located in their districts and to plan for the participation in Title I of educationally deprived children enrolled in non-public schools.

Steps Taken to Encourage Contacting of Non-Public School Officials. Representatives of non-public schools were invited to participate in the ten regional workshops conducted in September of 1965 so that they could learn about opportunities available to them under Title I. At these workshops it was emphasized that public school officials were required to take the initiative in contacting non-public school officials.

This requirement for contacting non-public school officials in the initial planning of Title I projects was detailed in the *Guidelines for the Development of Projects Under Title I*, the official Texas Education Agency publication outlining provisions of Title I for 1965-66.

Consultants from all divisions of the Texas Education Agency involved in assisting local school officials in planning their Title I projects were apprised of the necessity for involving non-public schools.

The Project Description of the application for participation in Title I called for a detailed description of the efforts made to include non-public school officials in Title I planning. This section of the application was monitored by one of the Division's review consultants, and the extent of these efforts to involve non-public school officials constituted one of the criteria for approval of the application.

Successes Reported in Achieving Non-Public School Participation. In many instances of cooperation between public and non-public schools, as described in the annual evaluation reports, committees or some school official served as the communication link. They offered leadership for:

- briefing and orientation sessions concerning Title I in the initial stages of planning,

- exchange of ideas concerning instruction, equipment, materials, and procedures for non-public school participation, and

- workshops for inservice training of Title I staff members, in some instances conducted by public school officials specifically for non-public school staff members; in almost all cases non-public school personnel were invited to attend workshops conducted under public school auspices.

In a few instances public school officials purchased equipment and materials upon request of officials of non-public schools, and made these items available to non-public schools on an itinerant basis.

A very important type of involvement was the participation of officials of non-public schools in the Summer Institutes for Teachers of Educationally Deprived Children, described on page 16 . Non-public school teachers and administrators were enrolled in several of these institutes.

Problems Reported in Achieving Non-Public School Participation. Although strong encouragement was given, and a monitoring system devised, for public school officials to involve officials of non-public schools in the planning of Title I programs, the effort was not always successful. Of the 1,133 school districts with Title I projects, only 161 (14.2 percent) reported having non-public school pupils residing within their geographic boundaries. Statements made in the annual evaluation reports of these school districts indicated that some had made only limited efforts to involve non-public school officials in the initial planning. On the other hand, a number of the non-public school officials who were contacted chose not to participate because

- they felt that they did not have enough educationally deprived children,
- they were located too far away from the public school,
- they were reluctant to sign civil rights compliance forms, or
- they did not wish to participate in Federally funded programs.

A few school districts reported that, while initial contacts and cooperation had been achieved, coordination gradually deteriorated as the year progressed.

A significant problem connected with involvement of children enrolled in non-public schools was that, while the public school district in which the child resided was charged with responsibility for providing special activities and services for him under Title I, a number of children resided in one district but attended a non-public school within the geographic boundaries of a neighboring public school district. There was no adequate provision for transfer of funds to the receiving district in these cases. The regulations were merely permissive, and did not prescribe or require an equitable procedure for such transfer of funds.

Number of Projects, and Number of Non-Public School Children Participating. Table 10 summarizes the number of non-public schools that participated in Title I as reported on the annual evaluation reports. More than one third (37.9 percent) of the 161 public school districts with non-public schools within their boundaries reported that the non-public schools did not participate in their Title I programs. Of the 100 remaining public school districts having non-public schools, 47 took advantage of Title I services both during the regular school term and the summer period. These 47 districts accomodated more than three fourths of the non-public school children who participated in Title I programs in Texas.

Table 11 is a statewide tabulation of data reported by the 100 school districts reporting involvement of pupils from non-public schools. An overwhelming majority of these pupils participated during the regular school day on the premises of non-public schools. A substantial number of them participated in summer programs on the premises of public schools or at some location other than public or non-public school premises.

TABLE 10. PARTICIPATION OF NON-PUBLIC SCHOOLS AND PUPILS

	Number Of Schools		Number Of Children	
Non-public schools in the District but not participating	61	37.9		
Non-public schools participating during regular school year only	38	23.6	2,682	16.9
Non-public schools participating during summer only	15	9.3	884	5.6
Non-public schools participating during both regular school year and summer	47	29.2	12,393	77.7
TOTAL	161	100.0	15,959	100.0

TABLE 11. PARTICIPATION OF CHILDREN ENROLLED IN NON-PUBLIC SCHOOLS

Type of Arrangement Under Which Non-Public School Pupils Participating*	**Number of Non-Public School Children Participating, by Grade - Span, and Total**					
	Pre	**1-3**	**4-6**	**7-8**	**9-12**	**Total**
(1) On public school grounds only:						
During the regular school day	109	247	270	168	16	810
Before School		2			15	17
After School	95	76	146	192		509
Weekends	78	55	38	25		196
Summer	449	1013	799	465	73	2199
(2) On non-public school grounds only:						
During the regular school day	152	3713	3254	1669	550	9338
Before School		571	390	210		1171
After School		58	69	18	10	155
Weekends						
Summer	23	127	149	7	0	306
(3) On both public and non-public school grounds:						
During the regular school day	31	105	125	31		292
Before School						
After School	8	29				37
Weekends	8	29				37
Summer	96	7	15	54		172
(4) On other than public or non-public school grounds:						
During the regular school day	4					4
Before School						
After School			4			4
Weekends	50	50	25	25		150
Summer	75	575	509	189	21	1369

* Not an unduplicated count of children.

SUPPLEMENTARY MATERIALS

State Guidelines for Implementation of Title I Programs. The Division of Compensatory Education published and distributed documents designed to guide local school officials in planning, conducting, and evaluating their Title I projects. These publications, copies of which are included in Volume II of this report, were:

> *Official Policies Governing the Administration of Programs Under Title I of the Elementary and Secondary Education Act of 1965* (August, 1965).
>
> *Guidelines for the Development of Projects Under Title I of the Elementary and Secondary Education Act of 1965* (August, 1965).
>
> Flowchart: "Elementary and Secondary Education Act of 1965; Civil Rights Act of 1964; National Defense Education Act of 1958 as amended; and Economic Opportunity Act of 1965" (May, 1965).
>
> *Instructions for Completing Basic Data Application Form I and Project Application Form II for a Basic Grant, Title I of the Elementary and Secondary Education Act of 1965.*
>
> *Guidelines for Evaluation of Special Programs for Educationally Deprived Children Under Title I of the Elementary and Secondary Education Act* (March, 1966).
>
> "Summer Activities for Educationally Deprived Pupils" (1965).
>
> Supplement to Bulletin 613, *A Guide for Budgeting, Accounting, and Auditing* (1961).
>
> *Questions and Answers Related to the Elementary and Secondary Education Act of 1965, Title I, for Educationally Deprived Children*, U. S. Office of Education (1965)

Contracted Services for Evaluation. The Texas Education Agency has contracted with an outside agency only for evaluation of the Summer Institutes for Teachers of Educationally Deprived Children described on page 16. A copy of this evaluation report is included in Volume II.

Objective Measurements of Reading Achievement. An arrangement was made between the staff of the Evaluation Section and Dr. Wailand Bessent, faculty member of the Research and Development Center in Teacher Education of The University of Texas, to undertake cooperatively a study of several different dimensions of reading instruction under Title I. Twenty school districts, having reading instruction activities under Title I and using similar evaluation criteria administered at approximately uniform times, were selected for the study. All of these districts used the Science Research Associates tests of reading achievement on a pre- and posttest basis, with an interim period of between three and seven months. Grade levels 4, 5, and 6 were treated in the study, using pretest and posttest scores which fell at the

25th, 50th, and 75th percentiles on a rank order distribution within each school district. The difference between grade equivalent scores on pretest and posttest were computed and summed. Tables 12 and 13 show difference scores and standard deviations.

TABLE 12. DIFFERENCE SCORES AT 25TH, 50TH, AND 75TH PERCENTILES FOR GRADE 5
Reported in Tenths of Grade Equivalents

	25th Percentile	50th Percentile	75th Percentile
Mean	5.0 months	7.0 months	8.4 months
Standard Deviation	6.0 months	7.1 months	9.2 months

TABLE 13. DIFFERENCE SCORES AT 50TH PERCENTILE FOR GRADES 4, 5, AND 6
Reported in Tenths of Grade Equivalents

	Grade 4	Grade 5	Grade 6
Mean	5.9 months	7.0 months	7.5 months
Standard Deviation	4.4 months	7.1 months	5.6 months

Inspection of these data reveal that, for the twenty school districts studied, slightly higher reading gains were made by 6th graders than by 4th graders. Additionally, pupils who were relatively less retarded in reading development (scoring at the 75th percentile) tended to make slightly greater gains than did those whose test scores were at the 25th percentile.

Detailed data on the results of most widely used standardized tests of reading and arithmetic are presented in Tables 66 and 67.

PART II

COMPREHENSIVE ANALYSIS

PART II - COMPREHENSIVE ANALYSIS

STATISTICAL INFORMATION

Texas public school districts availed themselves substantially of the benefits of Title I, with 86 percent of the 1322 school districts* in Texas applying for and subsequently receiving Title I grants. A total of 1133 applicant school districts received approval for $73,264,125 of the $78,103,938 allocated to Texas public schools; they expended $65,749,389 of these approved funds. Table 14 shows, by class the number of projects approved, funds both approved and expended, number of children participating, and average per pupil cost. The 287 districts in Classes A, AF, and D together constituted only 25 percent of districts participating in Title I; these districts expended 64 percent of Title I funds utilized during the fiscal year; they accounted for 65 percent of all pupils participating directly. School districts in these provided for 71 percent of non-public school children involved. Class A districts, constituting less than 2 percent of districts participating, expended 23 percent of total funds utilized and reported 25 percent of direct participants. Districts in Class D comprised 23 percent of districts participating, reported expenditures equalling 38 percent of the State total, and accounted for 35 percent of pupils participating directly. These proportions indicated that most of the total Title I effort was directed toward the metropolitan school districts and the medium-sized districts in rural areas.

Tables 15 and 16 show numbers of pupils participating by grade span, taken from two sources:

- direct participants listed in the project proposal, Application for Federal Assistance for the Education of Children from Low-Income Families, Part II, Section A, Item 7-A, and
- direct and indirect participants reported in the annual evaluation reports, Form One-oo5-A.

Penetration of the Title I Program in Texas School Districts. There were 189 local school districts which did not participate in Title I during 1965-66. These districts were primarily in one of three categories:

1. Non-participating school districts eligible for Title I funds. Of those 189 public school districts not making application, 138 were declared eligible, but for various reasons did not choose to participate. As a result, 13,232 pupils entitled to receive subsidies totaling $2,652,414 were denied benefit of this educational impetus. The majority of those schools (approximately 70 percent) were local educational agencies serving school districts in rural areas, some of which were allocated only one or two pupils.

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* As listed in Bulletin 658, 1965-66 Public School Directory, Texas Education Agency.

The largest eligible district not participating was a Class C district which was allocated 1937 pupils and $377,695. A more detailed treatment of the larger school districts eligible but not receiving Title I funds is outlined in Appendix E.

2. Schools Ineligible for Title I. A total of 15 local educational agencies (nine Class E schools and six Class C schools) were termed ineligible for Title I benefits. Of these, eleven were unaccredited and the remaining four were reported as having accredited elementary schools.

3. Schools Not Listed in the Texas County and School District Allocation of Low-Income Family Children and Maximum Basic Grant Entitlement. Thirty-six school districts listed in the 1965-66 Public School Directory were not included in the Texas County and School District Allocation of Low-Income Family Children prepared by the Division of School Audits, published by the Texas Education Agency, and used as the basis for determining grants. However, thirteen of these were relatively special cases including State schools, homes, military installations, and training schools.* Twenty-one of the remaining 23 school districts not listed were Class E districts.

Another group of Texas schools not yet mentioned is the 128 non-public schools accredited by the Texas Education Agency but not eligible for direct participation according to the regulations of Title I of the Elementary and Secondary Education Act.

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*The 13 public schools referred to include Bexar County School for Boys, Bexar County School for Girls, Boys' Ranch (Oldham County), Crockett State School, Fort Sam Houston, Lackland Air Force Base, Masonic Home, Moody State School, Mountain View School for Boys, Pythian Home, Randolph Field, State Training School for Girls, and Waco State Home.

TABLE 14

STATISTICAL INFORMATION: GENERAL

Class	Number of LEA's Approved	Maximum Entitlement	Total Funds Approved	Total Funds Expended	Unduplicated Count of Children				Av. per Pupil Cost
					Total (5),(6),(7)	Public	Non Public	Not Enrolled	
(1)	(2)	(3a)	(3b)	(3c)	(4)	(5)	(6)	(7)	(8)
A	15	$18,194.321	$18.113,512	$14,812 166	103,055	88,601	3,418	11,036	$143.75
B	12	2,673,117	2,628,913	2,440,060	15,167	13,522	751	894	160.13
C	121	7,529,152	7,468,603	6,833,821	43,508	40,753	540	2,215	158.95
D	260	26,860,642	26,371,635	24,680,096	148,520	138,008	3,186	7,326	166.26
E	251	6,572,135	6,489,156	6,111,923	35,681	34,070	233	1,378	171.10
AF*	12	3,596,591	3,402,185	2,853,007	19,661	18,171	781	709	145.21
CF	52	906,534	875,450	788,878	5,343	5,280	0	63	147.35
DF	137	5,122,402	5,054,345	4,559,205	27,688	25,943	684	1,061	164.18
EF	273	2,889,001	2,865,725	2,670,233	16,388	15,383	66	939	162.15
Total	1133	$74,343,895	$73,269,524	$65,749,389	415,011	379,731	9,659	25,621	$158.17

* The letter "F" indicates a cooperative project
Expended Funds figure are current as of 12/5/66

TABLE 15. STATISTICAL INFORMATION: DIRECT PARTICIPANTS

UNDUPLICATED COUNT OF DIRECT PARTICIPANTS*														
	PUBLIC					NON-PUBLIC					NOT ENROLLED			
Class	1-3	4-6	7-12	Other	TOTAL	1-3	4-6	7-12	Other	TOTAL	Pre-School	School Age	TOTAL	GRAND TOTAL
A	29,277	23,430	33,718	2,176	88,601	1,033	1,128	1,232	25	3,418	9,764	1,272	11,036	103,055
B	5,587	4,230	3,392	313	13,522	290	211	216	34	751	884	10	894	15,167
C	13,638	12,440	12,820	1,855	40,753	248	188	104	-0-	540	1,883	332	2,215	43,508
D	45,273	40,980	49,818	1,937	138,008	1,281	1,281	602	22	3,186	6,035	1,291	7,326	148,520
E	10,078	10,078	13,261	653	34,070	76	100	57	-0-	233	1,172	206	1,378	35,681
AF	6,537	5,566	5,938	130	18,171	342	279	160	-0-	781	709	-0-	709	19,661
CF	2,035	1,866	1,370	9	5,280	-0-	-0-	-0-	-0-	-0-	32	31	63	5,343
DF	8,169	8,063	9,439	272	25,943	166	170	348	-0-	684	1,009	52	1,061	27,688
EF	4,916	5,136	5,220	111	15,383	32	18	16	-0-	66	860	79	939	16,388

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*Application For Federal Assistance For The Education of Children From Low Income Families, Part II, Section A, Item 7-A.

TABLE 16. STATISTICAL INFORMATION: DIRECT AND INDIRECT PARTICIPANTS

UNDUPLICATED COUNT OF DIRECT AND INDIRECT PARTICIPANTS*

	PUBLIC					NON-PUBLIC					NOT ENROLLED			
Class	1-3	4-6	7-12	Other	TOTAL	1-3	4-6	7-12	Other	TOTAL	Pre-School	School Age	TOTAL	GRAND TOTAL
A	50,013	39,381	44,638	909	134,941	6,160	929	2,117	19	9,225	19,155	-0-	19,155	163,321
B	12,445	10,135	11,594	335	34,509	261	282	277	-0-	820	1,630	-0-	1,630	36,959
C	25,091	31,445	38,487	1,122	96,145	270	301	98	-0-	669	2,433	-0-	2,433	99,247
D	70,180	63,762	66,576	1,243	201,761	1,621	1,419	843	-0-	3,883	8,621	-0-	8,621	214,265
E	12,768	12,119	14,661	442	39,990	245	145	61	-0-	451	1,650	-0-	1,650	42,091
AF	11,159	9,801	13,941	241	25,142	561	540	221	-0-	1,322	256	-0-	256	26,720
CF	2,811	2,546	1,765	-0-	7,122	-0-	-0-	1	-0-	7,123	-0-	-0-	-0-	7,123
DF	11,307	11,735	12,758	41	35,841	279	290	510	-0-	1,079	1,105	-0-	1,105	38,025
EF	6,853	6,646	6,154	9	19,662	28	41	18	-0-	97	626	-0-	626	20,385

*Reported in the school districts' Annual Title I Evaluation Reports, Form ONE-005-A.

ESTABLISHING PROJECT AREAS

In the operation of Title I projects in Texas during 1965-66, local school officials were asked to begin their planning with identification of educationally deprived children. They were instructed to look at the individual child on an appraisal basis and to establish local guidelines regarding the kinds of pupil characteristics which, in their judgment, constituted educational deprivation, and to decide what degrees of severity would be given priority for special attention under Title I. After this identification of individual pupils had been accomplished, the second step was to establish area-of-concentration schools on the basis of numbers and percentages of educationally deprived children who were enrolled in the various schools in the district.

While it is recognized that some of the later policies from the U. S. Office of Education indicated that attendance areas should be identified first, in Texas there had already been initiated a substantial amount of planning for Title I programs. Local school officials had already been instructed to identify area-of-concentration schools in this manner. Therefore, the Texas Education Agency was allowed to proceed with this kind of identification process. For the school year 1966-67 the other arrangement is being followed, that is, local school officials are asked first to establish attendance areas in which there are high concentrations of low-income families and then identify within those areas pupils who are in need of special educational programs.

A number of methods were used by local school officials in identifying educationally deprived children and, subsequently, in designating target attendance areas for the Title I program. In the proposals submitted by local school districts the various methods used were separated into two categories: (1) means of identification, and (2) criteria for identification. Tables 17 through 22 portray the occurrence of each of the most widely used means and criteria by class, by region, and statewide. It can be observed in Tables 17, 18, and 19 that standardized tests (Item 03) and observations of professional staff members (Item 01) were the most frequently occurring means of identification for all classes except Class B and for all regions. By class, the third position in the rank order of means was occupied by the 1960 census records for Classes A and B, while third position for the smaller, predominantly rural districts tended to be school records. By region, school records occupied a consistent third rank.

In terms of criteria used in identifying educationally deprived children, shown in Tables 20, 21, and 22, inability to pay for school lunches (Item 02) and retarded educational development as reflected by scores on standardized tests (Item 03) were the two most frequently mentioned. These two were mentioned with approximately equal frequency, by slightly more than half of districts in the sample. This was not a consistent pattern, however, either by class or by region. Looking at the rank order of occurrence of criteria by class, the first two places are occupied largely by the criteria dealing with inability to pay for lunches, supplies, and school fees (Items 01 and 02), substandard performance on standardized tests (Item 03), and failure in school (Items 05 and 09). There was one exception: Class A school districts mentioned the criterion of low family income second most frequently. Within the next three positions there was scattered expression of inadequate use of standard English (Item 06) and poor attendance (Item 08).

Schools in Region I, East Texas, tended to place secondary emphasis upon patterns of failing grades, closely related to substandard performance on standardized achievement tests. This might have been because of a feeling that standardized test scores are not highly reliable for educationally deprived children in that area, and that another similar criterion was needed to back up the test scores. Regions IV and V placed secondary importance upon the pupil's having been retained at least one grade, also perhaps used as a supportive criterion for standardized test scores. As might have been expected, Region III, the southernmost region of the State, tended to regard lack of competence in speaking and understanding English as the primary criterion of educational deprivation. In this region there is a large proportion of children who speak English as a second language. Region VII, Central Texas, placed secondary importance upon welfare status of the family as an index of educational deprivation. Moving down the rank order distribution, the criteria of inability to pay for supplies and fees, failure in school, excessive absences, and inability to handle standard English tend to vary irregularly among the seven regions.

Additional criteria mentioned infrequently were:

- poor academic skills,
- low level of parental education,
- behavior problems,
- inadequate study facilities and poor study habits,
- unstable family situation,
- migrancy patterns -- (This factor was probably not emphasized in Title I programs because of the fact that there was operating a strong Texas Project for the Education of Migrant Children in Texas.), and
- lack of reading materials in the home.

TABLE 17. MEANS OF IDENTIFYING EDUCATIONALLY DEPRIVED CHILDREN
Stated in Project Proposals

NUMBER	ITEM DESCRIPTION	STATE PERCENTAGE	RANK ORDER							
				1	2	3	4	5	6	7
03	Tests (largely standardized achievement tests)	65%	Cl	A	D	F	B	C	E	
			%	75	65	65	60	60	60	
			Reg	5	1	6	2	4	3	7
			%	80	75	65	60	60	50	50
01	Personal observation and knowledge of children -- teachers, principal, others	59%	Cl	D	C	E	F	A	B	
			%	65	60	60	60	35	20	
			Reg	1	3	7	4	5	6	2
			%	65	65	65	55	50	50	45
05	School records (largely permanent records)	40%	Cl	C	D	F	B	E	A	
			%	50	45	40	35	35	25	
			Reg	7	1	4	6	3	2	-
			%	50	45	45	40	30	25	-
02	Survey questionnaires, checklists	24%	Cl	B	D	C	F	-	-	
			%	45	30	25	20	-	-	
			Reg	7	1	3	6	-	-	-
			%	40	35	25	20	-	-	-
04	Public records (welfare, court, public health)	20%	Cl	F	D	-	-	-	-	
			%	25	20					
			Reg	1	7	2	3	-	-	-
			%	30	30	20	20			
07	Attendance records	18%	Cl	E		-	-	-	-	
			%	25						
			Reg	1	4	7	-	-	-	-
			%	25	20	20				
06	1960 Census records	13%	Cl	B	A	C	-	-	-	
			%	45	30	20				
			Reg	2	-	-	-	-	-	-
			%	30						

TABLE 18. MEANS OF IDENTIFYING EDUCATIONALLY DEPRIVED CHILDREN

Rank Ordered by Class

Class / Rank	A	B	C	D	E	F	ALL CLASSES
1	03	03	01	01	01	03	03
2	01	02	03	03	03	01	01
3	06	06	05	05	05	05	05
4	05	05	02	02	07	04	02
5		01	06	04		02	04
6							07
7							06

SEE TABLE 17 FOR DESCRIPTION OF ITEM NUMBERS.

TABLE 19. MEANS OF IDENTIFYING EDUCATIONALLY DEPRIVED CHILDREN

Rank Ordered by Region

Region / Rank	I	II	III	IV	V	VI	VII	ALL REGIONS
1	03	03	01	03	03	03	01	03
2	01	01	01	01	01	01	03	01
3	05	06	04	05		05	05	05
4	02	05	05	07		02	02	02
5	04	04	02				04	04
6	07						07	07
7								06

SEE TABLE 17 FOR DESCRIPTION OF ITEM NUMBERS.

TABLE 20. CRITERIA FOR IDENTIFYING EDUCATIONALLY DEPRIVED CHILDREN

Stated in Project Proposals

NUMBER	ITEM DESCRIPTION	STATE PERCENTAGE	RANK ORDER							
				1	2	3	4	5	6	7
01	Inability to pay school fees and buy supplies	39%	Cl	B	F	C	D	E	A	
			%	50	50	40	35	30	20	
			Reg	6	1	5	7	2	4	3
			%	50	45	45	35	30	25	-
02	Inability to pay for school lunches	53%	Cl	C	B	F	D	E	A	
			%	65	60	60	45	45	35	
			Reg	6	1	7	2	4	5	3
			%	70	65	50	40	40	35	25
03	One or more grade levels below age-grade norms on standardized tests	52%	Cl	A	D	B	C	E	F	
			%	65	60	50	50	45	40	
			Reg	5	4	2	6	3	1	7
			%	85	75	60	50	45	40	30
05	Retained one grade level or more	39%	Cl	D	C	E	F	A	B	
			%	50	45	30	30	25	25	
			Reg	5	4	6	1	2	3	7
			%	70	55	40	35	30	30	20
06	Inadequacies in speaking and understanding English	38%	Cl	B	D	F	E	C	A	
			%	50	45	40	35	30	20	
			Reg	3	4	5	2	1	7	6
			%	50	45	45	40	35	35	30
08	High frequency of absence	40%	Cl	B	D	E	F	A	C	
			%	50	45	40	35	30	25	
			Reg	4	1	2	6	7	3	5
			%	55	50	35	35	35	25	25
09	Pattern of failing grades	41%	Cl	F	D	C	B	E	A	
			%	50	45	40	35	35	-	
			Reg	1	5	3	4	6	2	7
			%	60	50	35	35	35	30	30
10	Dropouts (potential and actual)	27%	Cl	B	F	A	D	E	C	
			%	40	30	25	25	25	-	
			Reg	1	6	7	4	2	3	5
			%	30	30	30	25	20	-	-

TABLE 20. CRITERIA FOR IDENTIFYING EDUCATIONALLY DEPRIVED CHILDREN
(continued)

NUMBER	ITEM DESCRIPTION	STATE PERCENTAGE	RANK ORDER							
				1	2	3	4	5	6	7
13	Low annual per capita family income	35%	Cl	A	C	E	F	B	D	
			%	50	40	35	30	25	20	
			Reg	4	1	6	7	2	3	5
			%	45	35	35	35	30	25	20
14	Family on welfare support	32%	Cl	B	D	F	E	C	A	
			%	50	35	35	30	25	-	
			Reg	1	7	4	5	2	6	3
			%	40	40	35	35	30	20	-
18	Physically handicapped or educable mentally retarded	20%	Cl	B	D	F	A	C	E	
			%	35	30	25	-	--	-	
			Reg	4	1	7	-	-	-	-
			%	45	30	20	-	-	-	-
26	Limited environment and substandard home situation	17%	Cl	E	F					
			%	25	20					
			Reg	6						
			%	20						

TABLE 21. CRITERIA FOR IDENTIFYING EDUCATIONALLY DEPRIVED CHILDREN

Rank Ordered by Class

Region Rank	A	B	C	D	E	F	ALL CLASSES
1	03	02	02	03	02	02	02
2	13	01	03	05	03	01	03
3	02	03	05	02	08	09	09
4	08	06	01	06	06	03	08
5	05	08	09	08	09	06	01
6	10	14	13	09	13	08	05
7	01	10	06	01	01	14	06
8	06	09	08	14	05	05	13
9	--	18	14	18	14	10	14
10	--	05	--	10	10	13	10
11	--	13	--	13	--	18	18

SEE TABLE 20 FOR DESCRIPTION OF ITEM NUMBERS.

TABLE 22. CRITERIA FOR IDENTIFYING EDUCATIONALLY DEPRIVED CHILDREN

Rank Ordered by Region

Region Rank	I	II	III	IV	V	VI	VII	ALL REGIONS
1	02	03	06	03	03	02	02	02
2	09	02	03	05	05	01	14	03
3	08	06	09	08	09	03	01	09
4	01	08	05	01	01	05	06	08
5	03	09	02	06	06	08	08	01
6	14	13	08	13	02	09	13	05
7	05	14	13	18	14	13	03	06
8	06	05	01	02	08	06	09	13
9	13	01	10	09	13	10	10	14
10	10	10	--	14	--	14	05	10
11	18	--	--	10	--	--	18	18

SEE TABLE 20 FOR DESCRIPTION OF ITEM NUMBERS.

NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN

Considerable attention has already been given to the dimensions of pupil behavior which local school officials selected as criteria of educational deprivation. An analysis of statements made in initial project proposals from local districts regarding substandard achievement, inadequate command of English, school failure, inability to buy lunches and supplies, excessive absence, handicapping conditions, and limited range of experiences has been presented in the preceeding section, Establishing Project Areas.

Based upon these criteria local planners were asked to list the most pressing needs of educationally deprived children in their districts, and to present the best information available about the causative factors contributing to these deficiencies. One of the most pervasive problems in the planning of Title I projects has been the difficulty of defining in behavioral terms the kinds of pupil deficiencies to be overcome. While the task of defining needs and objectives in pupil terms was taken care of adequately in some instances, it cannot be said that this concept was generally handled in such a way that effective program planning could result, or that meaningful evaluation could be conducted.

In many cases the pupil needs and objectives were stated in terms of program elements rather than pupil behaviors. Statements such as "need for a remedial reading program" and "need for more instructional materials and supplies" were frequently made. Objectives were often stated such as "to employ a counselor and initiate a guidance program" or "to teach language arts through audio-lingual methods." While these elements may be deemed necessary for the accomplishment of pupil growth, they are not expressed in terms of pupil outcomes, and cannot serve as the foundation for the planning of individualized instructional strategies needed for educationally deprived children.

In the studies of the project proposals and of the annual evaluation reports of a randomly selected sample of school districts, the stated needs and objectives were tabulated by class and by region for the proposals, and by class only for the evaluation reports. Interpretation was made of some statements in order to fit them into the overall rationale for coding and machine processing. For example, if a statement was made of a "need for a program of corrective reading," it was taken to mean that there had been identified certain pupils whose reading skills were substantially below what might reasonably be expected for pupils of their age and grade.

The most frequently stated pupil deficiency, illustrated in Table 23 (Item 1), was inadequate reading skills, mentioned by almost three-quarters of the school districts submitting proposals. Table 25 shows that 80 percent of districts stated improvement of reading as an objective in their Title I programs. This need was expressed somewhat more frequently by rural school districts than by the urban Class A districts, and slightly more frequently in Regions V and VI, the Panhandle and North Texas, than in other regions.

The second most frequently stated need for the State as a whole was that pupils are not able to communicate effectively in the English language. The difference between the frequencies of statements of this need and poor reading was so small that it was negligible. The two needs are closely related, reading skills being in a sense a special case of competence in use of language. The remaining frequently mentioned needs varied slightly in their rank order from class to class. Table 24 shows the rank orders for the most frequently occurring needs for each class separately and for all classes combined. Table 26 illustrates the rank orders of parallel objectives stated in project proposals. One important shift occurred from needs to objectives: the element of improved attendance tended to become associated with efforts to achieve better communications with the home and enlist the support of parents. While irregular attendance had been cited as a deficiency to some extent in the statement of needs, it seemed to come fully into position in the statement of objectives.

Looking at statements of needs and objectives by regions, the picture is more differentiated than it is by class. Districts in Region III, South Texas, registered greater concern for developing science concepts and providing library services than did districts in the other regions. Region III districts expressed least concern with addition of materials and equipment, while districts in Region V expressed this element frequently. Schools in Regions III and IV placed slightly less stress on reading instruction, and somewhat more emphasis on oral language development, than did those in other regions. Isolated variations occurred among regions, but there did not appear to be any consistent patterns, that is, the highs and lows tended to be scattered among various regions and not grouped geographically.

One further vantage point for statements of objectives came in the section of the annual evaluation report which dealt with the effectiveness of each discrete activity or service. School officials were asked to state the focal objectives for each activity or service and then present information bearing upon the progress made towards them. It was encouraging to note that many of the school districts had reformulated their objectives into more operational statements as they gained experience with the Title I program and its related evaluation procedures. They tended to state fewer, more clearly phrased objectives, expressing anticipated outcomes more in terms of pupil behaviors. Table 27 outlines the frequencies of statements of various objectives in these evaluation reports, broken down by class only. The small rural schools mentioned reading improvement slightly more frequently than did the urban districts. The large districts in Classes A and B, and to some extent the medium-sized districts in Class D, mentioned a much broader variety of objectives than did the small rural districts, including:

- improvement of mathematics skills,

- provision of health services and examinations,

- provision of free lunches and clothing,

- expansion of library services and instructional materials,
- raising self-concept, promoting more adequate social adjustment,
- encouraging interest in school, improving attendance, detering dropouts,
- obtaining support and interest of parents, and
- upgrading professional competencies of staff.

In summary, the identification of pupil needs and the setting of objectives began with something like a trial and error method -- the program was new, school officials did not have much time for planning, and they were not quite certain what the parameters of the program were. As officials in all concerned agencies gained experience, and as they communicated and disseminated ideas and information about the program, it began to crystallize. Considerable progress has been made at all levels in identifying needs, setting objectives, planning programs, and evaluating results.

TABLE 23. **NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN**
Stated in Project Proposals

NUMBER	ITEM DESCRIPTION	STATE PERCENTAGE	RANK ORDER							
				1	2	3	4	5	6	7
1	Poor Reading Skills	72%	Cl	C	E	B	D	A	F	
			%	80	80	75	75	60	55	
			Reg	5	6	3	4	7	2	1
			%	95	80	70	70	70	65	60
2	Poor Language Arts (largely poor communicative skills)	65%	Cl	B	C	F	A	D	E	
			%	65	65	60	55	55	50	
			Reg	5	4	1	6	3	7	2
			%	85	80	75	60	55	55	50
3	Weak Math Skills	30%	Cl	A	D	E	B	F	C	
			%	35	35	30	25	25	20	
			Reg	2	1	3	6	7	4	5
			%	40	35	35	30	25	20	X
4	Weak Science Concepts	14%	Cl	-	-	-	-	-	-	-
			%	-	-	-	-	-	-	-
			Reg	3	1	2	-	-	-	-
			%	25	20	20	-	-	-	-
5	Low Level of Academic Achievement	26%	Cl	A	B	C	F	D	E	
			%	40	30	30	30	20	X	
			Reg	5	2	4	1	3	6	7
			%	65	35	25	20	20	X	X
6	Health and Welfare Services	36%	Cl	A	D	E	C	F	B	
			%	40	40	35	30	30	25	
			Reg	3	1	7	2	5	4	6
			%	60	45	40	35	35	20	20
7	Library Program	24%	Cl	D	A	C	E	B	F	
			%	30	20	20	20	20	X	
			Reg	3	1	7	-	-	-	-
			%	40	35	30	-	-	-	-
8	Guidance and Counseling	23%	Cl	A	B	C	D	E	F	
			%	35	25	20	20	20	20	
			Reg	1	7	2	4	-	-	-
			%	35	30	20	20	-	-	-

TABLE 23 (continued) NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN

NUMBER	ITEM DESCRIPTION	STATE PERCENTAGE	RANK ORDER							
				1	2	3	4	5	6	7
9	Improvement of School Environment	57%	Cl	A	B	F	E	D	C	
			%	55	55	55	50	45	30	
			Reg	5	6	1	2	4	7	3
			%	85	75	60	40	40	40	35
10	Teacher Recognition of EDC's problem - Teacher Attitudes	28%	Cl	B	F	A	D	E	C	
			%	30	30	25	25	25	20	
			Reg	5	1	7	6	-	-	-
			%	65	40	30	25	-	-	-
11	Teacher Preparation Inservice Training	24%	Cl	A	B	C	E	F	D	
			%	40	30,	25	20	20	X	
			Reg	1	2	3	-	-	-	-
			%	45	40	20	-	-	-	-
12	Modern Teaching Equipment, materials and Techniques	48%	Cl	B	E	A	F	D	C	
			%	55	55	50	50	45	30	
			Reg	5	1	6	7	2	4	3
			%	85	60	45	40	35	30	X
13	Broader Cultural Experiences	17%	Cl	A	B	-	-	-	-	-
			%	40	40	-	-	-	-	-
			Reg	2	3	7	-	-	-	-
			%	20	20	20	-	-	-	-
14	Individualized Instruction	17%	Cl	A	E	-	-	-	-	
			%	25	25	-	-	-	-	
			Reg	1	6	-	-	-	-	-
			%	25	20	-	-	-	-	-
15	Improve Home Environment	40%	Cl	A	B	F	D	E	C	
			%	40	40	40	35	35	30	
			Reg	5	1	4	7	2	6	3
			%	80	45	40	35	30	30	25

TABLE 24 RANK ORDER OF STATEMENTS OF PUPIL NEEDS, BY CLASS

Stated In Project Proposals

Class A

1 - Poor Reading skills

2 - Poor use of English

3 - Weaknesses in school environment -- lack of materials

4 - Low achievement in academic subjects

5 - Poor conditions of health and welfare, and poor home environment tied for 5th position

Class B

1 - Poor reading skills

2 - Poor use of English

3 - Weaknesses in school environment - lack of materials

4 - Poor home environment

5 - Low achievement in academic subjects

Class C

1 - Poor reading skills

2 - Poor use of English

3 - Low achievement in
4 basic subjects, poor
5 health and welfare status, weaknesses in school environment, and poor home environment tied for Positions 3, 4, and 5

Class D

1 - Poor Reading skills

2 - Poor use of English

3 - Weaknesses in school environment-- materials

4 - Poor conditions of health and welfare

5 - Weak math skills

Class E

1 - Poor Reading skills

2 - Poor use of English

3 - Weaknesses in school environment-- lack of materials

4 - Poor status of health and welfare

5 - Poor home environment

Class F (Cooperatives)

1 - Poor use of English

2 - Poor reading skills

3 - Weaknesses in school environment-- lack of materials

4 - Poor home environment

5 - Low achievement in basic subjects, and poor status of health and welfare tied for Position 5

Total for All Classes

1 - Poor reading skills

2 - Inadequate use of English language

3 - Weaknesses in school environment (largely lack of learning materials)

4 - Home environment which does not provide background of experiences

5 - Poor conditions of health, nutrition, clothing, supplies

TABLE 25

OBJECTIVES OF TITLE I PROJECTS
Stated in Project Proposals

NUMBER	ITEM DESCRIPTION	STATE PERCENTAGE		RANK ORDER 1	2	3	4	5	6	7
1	Improve Reading Skills	80%	Cl	C	D	F	E	A	B	
			%	85	85	80	75	65	65	
			Reg	5	6	7	1	4	2	3
			%	95	90	80	75	75	70	70
2	Build Language Arts Skills (largely improving command of spoken language)	54%	Cl	F	D	E	B	A	C	
			%	60	55	55	50	45	45	
			Reg	5	4	3	7	1	6	2
			%	90	75	65	65	45	45	35
3	Improve Math Skills	18%	Cl	A	B	C	-	-	-	
			%	30	25	20				
			Reg	2	1	6	-	-	-	-
			%	30	20	20				
4	Improve Overall Achievement and Motivation	20%	Cl	A	B	-	-	-	-	
			%	45	25					
			Reg	2	1	3	4	-	-	-
			%	30	20	20	20			
5	Provide Health and Welfare Services	34%	Cl	A	D	B	E	F	C	
			%	40	30	25	20	20	-	
			Reg	1	3	2	4	7	5	6
			%	35	35	20	20	20	-	-
6	Provide Physical Education	16%	Cl	A	-	-	-	-	-	
			%	50						
			Reg	3	4	-	-	-	-	
			%	20	20					
7	Expand Library Services	21%	Cl	D	A	-	-	-	-	
			%	25	20					
			Reg	1	7	4	3	-	-	-
			%	30	30	25	20			
8	Extend Guidance and Counseling Service (especially Home-School contacts)	45%	Cl	E	D	A	C	F	B	
			%	55	50	45	40	40	35	
			Reg	1	3	7	6	2	4	5
			%	55	55	55	50	35	30	20

TABLE 25(continued) OBJECTIVES OF TITLE I PROJECTS

NUMBER	ITEM DESCRIPTION	STATE PERCENTAGE		RANK 1	2	3	4	ORDER 5	6	7
9	Improve School Environment and Teacher Competency (especially materials)	44%	Cl	A	E	F	C	D	B	
			%	45	45	45	40	40	-	
			Reg	5	1	4	6	2	7	3
			%	80	50	40	40	35	35	30
10	Improve Attendance, Encourage Interest in School	45%	Cl	A	C	E	B	F	D	
			%	50	50	50	45	40	35	
			Reg	1	4	6	7	3	2	5
			%	50	50	50	50	45	25	25
11	Improve Home Environment (increase Parental Interest)	14%	Cl b	A	B	-	-	-	-	
			%	35	25					
			Reg	7	-	-	-	-	-	
			%	20						

TABLE 26. RANK ORDER OF STATEMENTS OF OBJECTIVES, BY CLASS

Stated in Project Proposals

Class A	Class B	Class C
1 - Improved reading	1 - Improved reading	1 - Improved reading
2 - Increased physical fitness	2 - Better use of English	2 - Better relations between home and school, better attendance
3 - Improved relations with home, better attendance	3 - Closer relationship with pupil's home, improved attendance	3 - Improved use of English
4 - Better use of English	4 - Higher achievement in basic academic areas	4 - Strengthened school environment-- more materials
5 - Higher achievement in basic subjects	5 - Improved health and welfare conditions	5 - Improved math skills

Class D	Class E	Class F (Cooperatives)
1 - Improved reading	1 - Improved reading	1 - Better reading
2 - Better use of English	2 - Better use of English	2 - Improved use of English
3 - Better home-school relations, more regular attendance	3 - Closer relationship with pupil's home, better attendance	3 - Strengthened school environment-- more materials
4 - Strengthened school environment-- more materials	4 - Strengthened school environment-- more materials	4 - Better home-school relationship, better attendance
5 - Improved conditions of health and welfare	5 - Better health and welfare status	5 - Improved conditions of health and welfare

All Classes Combined

1 - Improved reading skills

2 - Improved use of English

3 - Better relations between home and school, greater support of parents, more regular attendance, better attitudes toward school

4 - Strengthened school environment, especially more learning materials

5 - Improved conditions of health, nutrition, clothing, and supplies

TABLE 27. OBJECTIVES OF TITLE I PROJECTS
Stated in Evaluation Reports

NUMBER	ITEM DESCRIPTION	STATE PERCENTAGE	RANK ORDER						
				1	2	3	4	5	6
1	Improve Reading	70%	Cl	C	E	A	B	D	F
			%	70	70	65	65	65	65
2	Improve Language Arts Skills	27%	Cl	B	E	A	F	C	D
			%	45	30	25	25	20	20
3	Improve Ability to Communicate Ideas, Information and Directions	18%	Cl	A	B	D	-	-	-
			%	25	25	25			
4	Improve Command of Spoken English	29%	Cl	E	A	D	C	-	-
			% %	35	30	30	25		
5	Improve Math Skills	12%	Cl	A	B	-	-	-	-
			%	35	25				
6	Provide Health and Welfare Services	22%	Cl	C	B	A	E	-	-
			%	30	25	20	20		
7	Provide Health Services and Examinations	21%	Cl	B	A	D	-	-	-
			%	45	35	30			
8	Provide Free Lunches	22%	Cl	A	B	D	-	-	-
			%	35	30	20			
9	Provide Health Instruction	12%	Cl	A	-	-	-	-	-
			%	30					
10	Provide Needed Clothing and Shoes	11%	Cl	A	-	-	-	-	-
			%	25					
11	Expand Library Services	17%	Cl	B	A	-	-	-	-
			%	80	65				
12	Acquire Additional Equipment, Materials and Facilities	14%	Cl	B	A	-	-	-	-
			%	80	65				
13	Encourage Reading for Information and Pleasure	16%	Cl	A	B	C	-	-	-
			%	50	50	20			

TABLE 27 (continued) OBJECTIVES OF TITLE I PROJECTS

14	Extend Guidance and Counseling Service	15%		Cl	B	A	-	-	-	-
				%	60	35				
15	Raise Self-Image and Social Concepts	20%		Cl	B	A	-	-	-	-
				%	60	55				
16	Improve Home-School Relations	20%		Cl	B	A	-	-	-	-
				%	100	55				
17	Provide Modern Teaching Equipment Materials and Techniques	31%		Cl	B	A	C	F	-	-
				%	100	80	30	25		
18	Improve Attendance	23%		Cl	B	A	F	C	-	-
				%	100	70	40	25		
19	Encourage Interest in School (Better Attitudes)	32%		Cl	B	A	C	-	-	-
				%	100	75	40			
20	Assist Students in Social Adjustment	14%		Cl	B	A	-	-	-	-
				%	75	30				
21	Improve School Environment and Teacher Competency	14%		Cl	B	A	-	-	-	-
				%	80	20				
22	Improve Teacher Understanding and Methods with Educationally Deprived Children	19%		Cl	A	C	-	-	-	-
				%	60	20				
23	Increase Inservice for Teachers	19%		Cl	B	A	-	-	-	-
				%	100	45				
24	Relieve Teachers of Non-professional Duties (Aides)	20%		Cl	A	B	-	-	-	-
				%	80	65				
25	Provide Enrichment Experiences	17%		Cl	A	B	-	-	-	-
				%	60	45				
26	Increase Parental Involvement and Interest	13%		Cl	A	-	-	-	-	-
				%	30					

LOCAL EDUCATIONAL AGENCY PROBLEMS

In planning a program as new and as broad in scope as Title I, local school officials naturally encountered a number of problems.

Problems Outlined in Annual Evaluation Reports. Local school officials were asked to discuss in their evaluation reports problems they encountered in conducting each discrete activity or service included in their Title I projects. An analysis of these responses yielded data on several critical points, a summary of which is presented in Table 28. Late arrival of materials and equipment was the most frequently mentioned problem, stated by slightly more than half of the districts. The second most common problem was the unavailability of qualified personnel for approved positions.

Other problems listed on Table 28, ranging from 20 percent to 32 percent occurrence on a statewide basis, included late enactment of the program, inadequate facilities, inadequate training of professional staff, and difficulties in procuring of materials, selection of participants, and scheduling. Occurrence of these problems appeared to be spread evenly over the seven regions, with no discernible pattern emerging. However, for all of the problems listed on Table 28, the highest frequencies of occurrence were reported consistently by the large urban school districts in Classes A and B, followed by Class D districts, the medium-sized districts in rural areas.

Table 29 outlines two major problems in program evaluation reported to a substantial degree. The problem of insufficient time to see clear-cut results was reported more frequently by Class D school districts than by others. Beyond that, there did not appear to be any real difference in occurrence of problems connected with insufficient time or with lack of uniform testing procedures. Problems connected with lack of uniformity in standardized testing procedures (Item 2) were mentioned substantially only by districts in Classes A, B, and C; however, they were stated by a few districts in other classes.

TABLE 29. EVALUATION PROBLEMS OF LOCAL SCHOOL DISTRICTS BY CLASS

NUMBER	ITEM DESCRIPTION	STATE PERCENTAGE		RANK ORDER						
				1	2	3	4	5	6	7
01	Insufficient Time to Obtain Reliable Evaluation of Program	29%	Cl	D	B	C	E	F	A	
			%	35	25	25	25	25	20	-
02	Lack of Uniformity in Testing	18%	Cl	B	A	D				
			%	25	20	20	-	-	-	-

TABLE 28. ADMINISTRATIVE PROBLEMS IN LOCAL SCHOOL DISTRICTS
Stated in Evaluation Reports

NUMBER	ITEM DESCRIPTION	STATE PERCENTAGE		RANK ORDER						
				1	2	3	4	5	6	7
01	Late Arrival of Materials and Equipment	55%	Cl	A	B	D	F	C	E	
			%	70	65	60	50	45	35	
			Reg	5	3	6	1	2	7	4
			%	80	70	60	50	50	40	35
02	Qualified Personnel Not Available	44%	Cl	A	B	D	C	E	F	
			%	80	60	55	45	35	25	
			Reg	5	3	1	7	2	4	6
			%	80	55	45	45	40	40	20
03	Program Enacted Too Late to Produce Desired Results	32%	Cl	A	B	D	E	C	F	
			%	50	45	30	30	25	25	
			Reg	7	6	2	3	1	5	4
			%	40	35	30	30	25	25	-
04	Inadequate Facilities	31%	Cl	A	B	D	F	E	C	
			%	60	50	35	25	20	-	-
			Reg	3	7	4	2	1	5	6
			%	45	40	35	30	25	20	20
05	Selecting and Obtaining Appropriate Materials	27%	Cl	A	C	E	D	B	F	
			%	40	40	30	25	-	-	-
			Reg	3	2	1	7	4	5	6
			%	45	35	30	20	-	-	-
06	Selection of Pupils for Participation	22%	Cl	B	A	C	D	E	F	
			%	60	50	25	20	-	-	-
			Reg	4	2	5	6	7	1	3
			%	35	25	25	25	20	-	-
07	Difficulities	23%	Cl	A	B	D	C	E	F	
			%	50	35	35	-	-	-	-
			Reg	2	5	7	4	6	1	3
			%	30	30	30	25	20	-	-
08	Insufficient Training for Professional Staff	20%	Cl	A	B					
			%	30	25	-	-	-	-	-
			Reg	1	3	-	-	-	-	-
			%	25	20	-	-	-	-	-

Several additional problems were stated with low frequency of statewide percentages of occurrence:

- lack of understanding of the program by teachers, parents, and pupils--18 percent,
- those needing assistance unwilling to participate--15 percent,
- slow initial acceptance by pupils and parents--14 percent,
- staff too small--12 percent,
- lack of objective measurements in some areas--11 percent,
- lack of reliable evaluative devices--10 percent,
- difficulty getting the program planned and approved--10 percent,
- lack of experience with this kind of program--10 percent,
- inadequate planning for evaluation--7 percent,
- lack of adequate teacher observations--6 percent,
- objectives not clearly stated--3 percent.

Problems in Staffing. The second most frequently mentioned problem--a pervasive one which will require considerable time to alleviate--was that of locating and engaging adequately qualified staff for some of the specialized positions made possible under Title I programs. Because of this shortage of qualified personnel teaching positions remained unfilled in the areas of reading, language arts, music, art, and special education. Other significant staff shortages occurred with counselors, visiting teachers, librarians, nurses, social workers, program administrators or supervisors, and other educational specialists. Although fewer than ten positions were proposed by the local school districts in the representative sample for each of the categories of science teacher, mathematics teacher, speech teacher, and speech therapist, these personnel were not found in 50 to 100 percent of instances. Listed on Table 30 are types of positions approved and the extent of their unavailability.

In some cases, tutors and teachers were not added for after-school study centers because of lack of pupil participation. Other reasons reported for not adding approved personnel were:

- inadequate facilities to accommodate them,
- late arrival of materials, with subsequent hindrance of the program, and
- enactment of the program too late to complete staffing.

TABLE 30. STAFF POSITIONS PROPOSED

Position	Number Proposed	Number Added	Difference	Percentage of Variation from Number Proposed
Supervisor, or Program Director	*65	45	20	31%
Specialist (curriculum or other)	105.7	81.7	24	23%
Consultant	33	25	8	24%
Language Arts Teacher	277	245.5	31.5	11%
Reading Teacher	629.9	537.6	92.3	15%
Science Teacher	4	1	3	75%
Math Teacher	6	3	3	50%
Speech Teacher	2	0	2	100%
Special Education Teacher	11	5	6	55%
Physical Education Teacher	137	122.5	14.5	11%
Music Teacher	53	38	15	28%
Art Teacher	30	18	12	40%
Pre-School Teacher	247	225	22	9%
Teacher for Study Center	21	2	19	90%
Teacher (not specified)	598.7	583.2	15.5	3%
Reading - Language Arts Combination Teacher	181	143	38	21%
Teacher (other combinations)	38	16	22	59%
Teacher Aides	1881.9	1872.5	9.4	0.5%
Library Aides	140.3	134.3	6	4%
Cafeteria Aides	29	28	1	3%
Instructional Media Aides	47	16	31	66%

AND ADDED IN TITLE I PROJECTS

Position	Number Proposed	Number Added	Difference	Percentage of Variation from Number Proposed
Nurse	*157.9	139.5	18.4	12%
Physician	5.5	5.0	0.5	9%
Counselor	144	42.5	102.5	71%
Psychologist	9.5	8.5	1	10%
Psychometrist	8	5	3	38%
Social Worker	28	18	10	36%
Visiting Teacher	83.5	55	28.5	34%
Attendance Worker	32.4	29.9	2.5	8%
Librarian	175	148.5	26.5	15%
Tutor	191	96	95	50%
Speech Therapist	6	2	4	66%
Secretary	102.5	100.5	2	2%
Clerk	113	104	9	8%
Bus Driver	16	8	8	50%
Driver, Mobile Unit	4	3	1	25%

*These figures are based on the representative sample of 222 projects. Numbers for the population of 812 projects can be crudely inferred by the formula $Np = \frac{Ns}{.27}$, where Np is the number of the population, Ns is the number for the sample, and .27 is the proportion which the sample represents of the population. A rough estimate can be obtained by multiplying Ns by 4.

Table 31 depicts by region the staff shortages reported by school officials. In the first column appear the seven geographic regions of the State, arranged from highest to lowest according to the number of school districts in the sample representing the region. The second column shows the total number of types of positions reported unfilled by districts in the sample in each region. Table 32 presents the same information by class.

TABLE 31. NUMBERS OF TYPES OF POSITIONS UNFILLED, BY REGION

Region (N of Sample)	Total Positions Unfilled
VI (N=54)	*33
I (N=49)	34
VII (N=31)	46
II (N=30)	42
III (N=22)	65
V (N=20)	14
IV (N=16)	20
TOTAL	254

TABLE 32. NUMBERS OF TYPES OF POSITIONS UNFILLED, BY CLASS

Class	Total Positions Unfilled
A	89
B	26
C	21
D	81
E	17
F	20
TOTAL	254

*Since these numbers represent types of positions rather than discrete positions, the number for the population is assumed to be the same as the number for the sample: $N_p = N_s$

Dates of Approval of Title I Projects in Texas Schools. Another of the major problems reported by local school officials in their annual Title I evaluations was that the program was enacted too late to produce the desired results, or that the period of time during which the program operated was too short. It can be seen in Table 33 that the statement of late enactment of the program as a problem occurred most significantly in the large urban school districts and in Region VII, Central Texas. This table presents a redistribution of data in Item 3 of Table 27. With the exception of a particularly low frequency of mention in Region IV, statements of this item were fairly equally distributed by region.

TABLE 33. ADMINISTRATIVE PROBLEM: PROGRAM ENACTED TOO LATE TO PRODUCE DESIRED RESULTS

Class	Projects	Region	Projects
A	50%	I	25%
B	45%	II	30%
C	25%	III	30%
D	30%	IV	12%
E	30%	V	25%
F	25%	VI	20%
		VII	40%

However, a study of the dates of approval of all projects for the school year 1965-66 revealed that 578 projects, or 71 percent, were approved by the end of December. This allowed, at a minimum, the spring semester and/or the summer to make progress toward proposed objectives. Table 34 shows that it was preponderantly the large urban school districts which received approval for their projects within the first four months of operation; yet these large urban districts stated most frequently that their programs had been enacted too late to produce desired results (Table 33). Perhaps this resulted from a combination of the broad scope of the programs typical of the large districts and a greater degree of reservation in drawing conclusions about the effectiveness of a given educational strategy.

TABLE 34. PERCENTAGE OF PROJECTS APPROVED EACH MONTH, AND PERCENTAGE APPROVED BEFORE JANUARY 1

CLASS	Sept.	Oct.	Nov.	Dec.	Before Jan. 1 Total	REGION	Sept.	Oct.	Nov.	Dec.	Before Jan. 1 Total
A	18.8%	18.8%	37.5%	6.3%	81.4%	I	1.7%	18.9%	22.3%	26.6%	69.5%
B		16.7%	16.7%	41.6%	75.0%	II	1.2%	16.0%	29.7%	24.8%	71.7%
C	0.8%	25.0%	23.3%	22.5%	71.6%	III		27.5%	27.5%	24.8%	79.8%
D	0.8%	21.8%	22.5%	29.4%	74.5%	IV	1.8%	23.3%	17.8%	14.4%	57.3%
E	1.3%	22.0%	18.0%	24.8%	66.0%	V		10.3%	9.2%	64.4%	83.9%
AF			20.0%	80.0%	100%	VI	1.2%	20.5%	20.5%	25.7%	67.9%
CF		17.6%	17.6%	23.6%	58.8%	VII	2.0%	27.2%	20.0%	20.0%	69.2%
DF	2.3	4.7%	18.7%	41.8%	67.5%						
EF		13.0%	22.6%	39.3%	74.9%		TOTAL FOR STATE APPROVED BEFORE JANUARY 1, 1966				71.2%

Regional differences are also indicated on the table, Region V having the highest percentage of early approvals, and Region IV having the lowest percentage of approvals before the end of December. While the schools in Region IV had the lowest percentage of projects approved during the early months, they registered the smallest percentage of statements that late enactment and approval constituted an administrative problem.

Figure K is a graphic representation of dates of approval according to classification. The black lines indicate the percentage which the class represented of the entire population of 1133 participating school districts, while the colored bars within each class show the percentage of proposals approved each month. In the majority of instances the greatest percentage of approval was in December, with October and November relatively equal and second in occurrence. Only Class A schools received a significant proportion of approvals in September and had all of their programs approved by the end of March. Class E school districts showed the most even distribution throughout the ten-month period and accounted for the only proposal approved in June; Class CF districts were also relatively evenly distributed.

Regional differences in approval dates are shown in Figure L. The heavy black lines show the percentage of the entire population for each region, with colored bars within representing the percentage of proposals approved for districts in the region during each month. By region there is a relatively equal distribution of proposals approved during the months of October, November, and December, with the exception that in Region V 80 percent of the total proposals were approved during December. The

Panhandle Educational Service Organization, representing many of the districts in Region V, submitted 81 Title I proposals in one bundle to the Texas Education Agency around December 15. Consequently, the State profile is skewed toward December as the peak month for percentages of proposals approved. Districts in Region IV, West Texas, had a greater proportion of applications approved after December 31 than did districts in other regions. This may have been caused by the distances between these school districts and Austin, resulting in less facile communication with these districts than with others.

Observations of Division of Compensatory Education Consultants. Through a series of on-site administrative reviews conducted by consultants of the Division and through questionnaires sent to the Division's field consultants by the Evaluation Section, further information was gathered on the kinds of problems local school officials encountered in implementing their Title I programs. In some instances lack of opportunity for adequate supervision caused administrators to be unaware of some of the problems encountered by teachers. There were instances of lack of coordination between Title I projects and the regular school program, lack of inservice to familiarize teachers with new equipment, and delayed distribution of materials and equipment as a result of the time-consuming process of property inventory. Field consultants noted some degree of apathy and tradtionalism on the parts of a few teachers in schools they visited.

Reports of these consultants indicated that shortage of space and facilities posed serious problems in a few districts Overcrowded conditions existed in some instances; some classes were held in store rooms or gymnasiums without adequate lighting or facilities. It should be emphasized, however, that these kinds of conditions were not the rule, and that many school districts were able to provide adequate facilities for the program through local efforts supplemented by Title I resources.

The reports of the field consultants reinforce the statements in the annual evaluation reports regarding the severe problem encountered in staffing. In some cases inability to secure staff members resulted in overloaded classes or in the discontinuation of an activity or service.

Regarding evaluation procedures, the field consultants reported that local school officials had experienced some difficulty interpreting the State guidelines for evaluation. These written guidelines were not distributed until April, and school officials were required to plan evaluation on the basis of information presented in workshops until that time. Some school officials waited too late to give adequate consideration to evaluation; some failed to orient their teachers on the kinds of information they should be gathering.

While some of these problems were fairly widespread, local school administrators and teachers deserve commendation for the ways in which they have worked to overcome the disadvantages that are inherent in any innovative program, particularly in one of the scope of Title I. This section, aimed at describing the problems encountered by local school officials, made little mention of the eminent successes which they achieved in many cases. Most important has been the spirit of progress and improvement that pervaded the entire Title I program in Texas, and the real desire to develop new approaches which will better meet the needs of educationally deprived children.

FIGURE K

PERCENTAGE OF TITLE I PROJECTS APPROVED EACH MONTH DURING 1965-66 BY CLASSIFICATION

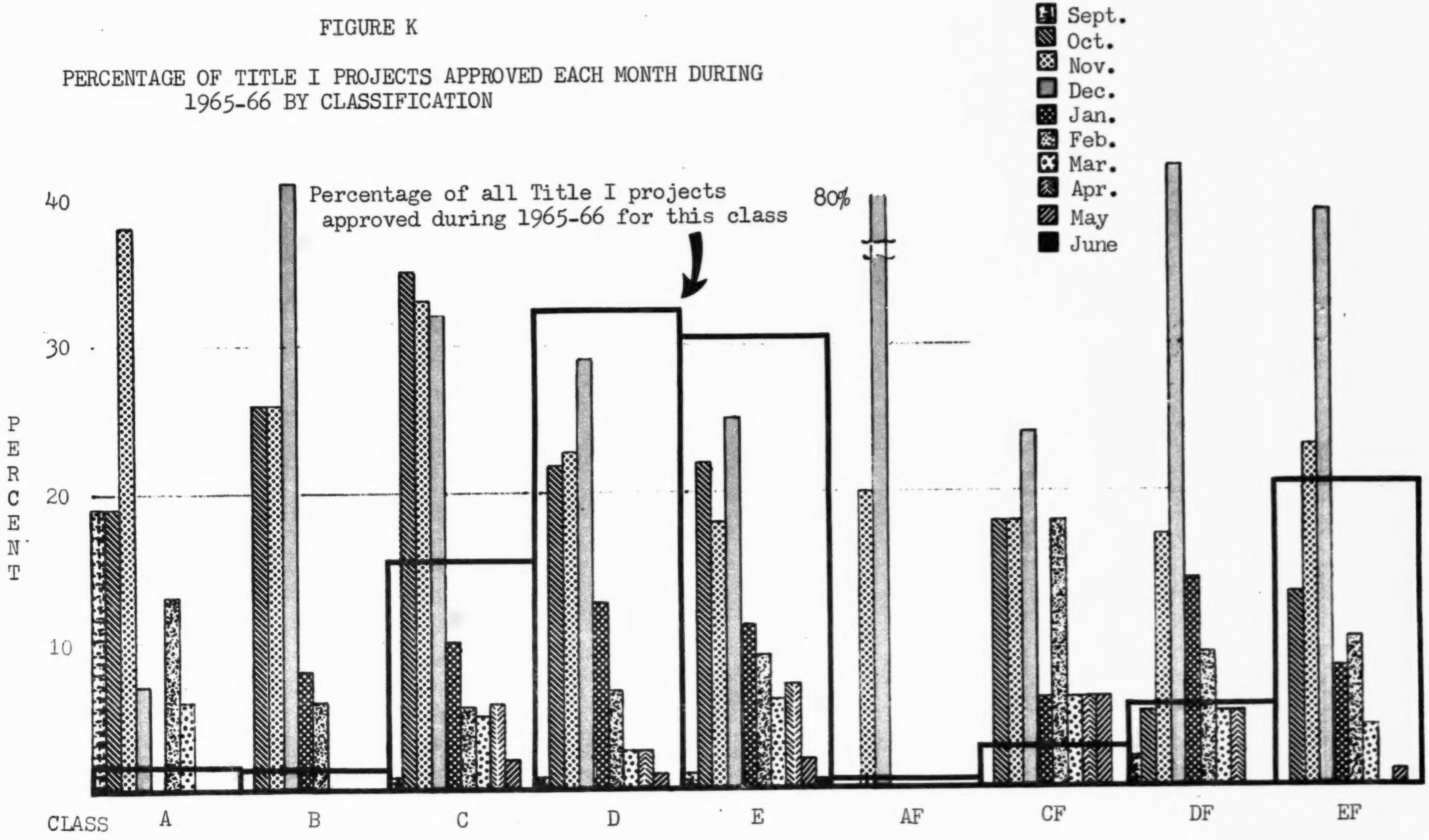
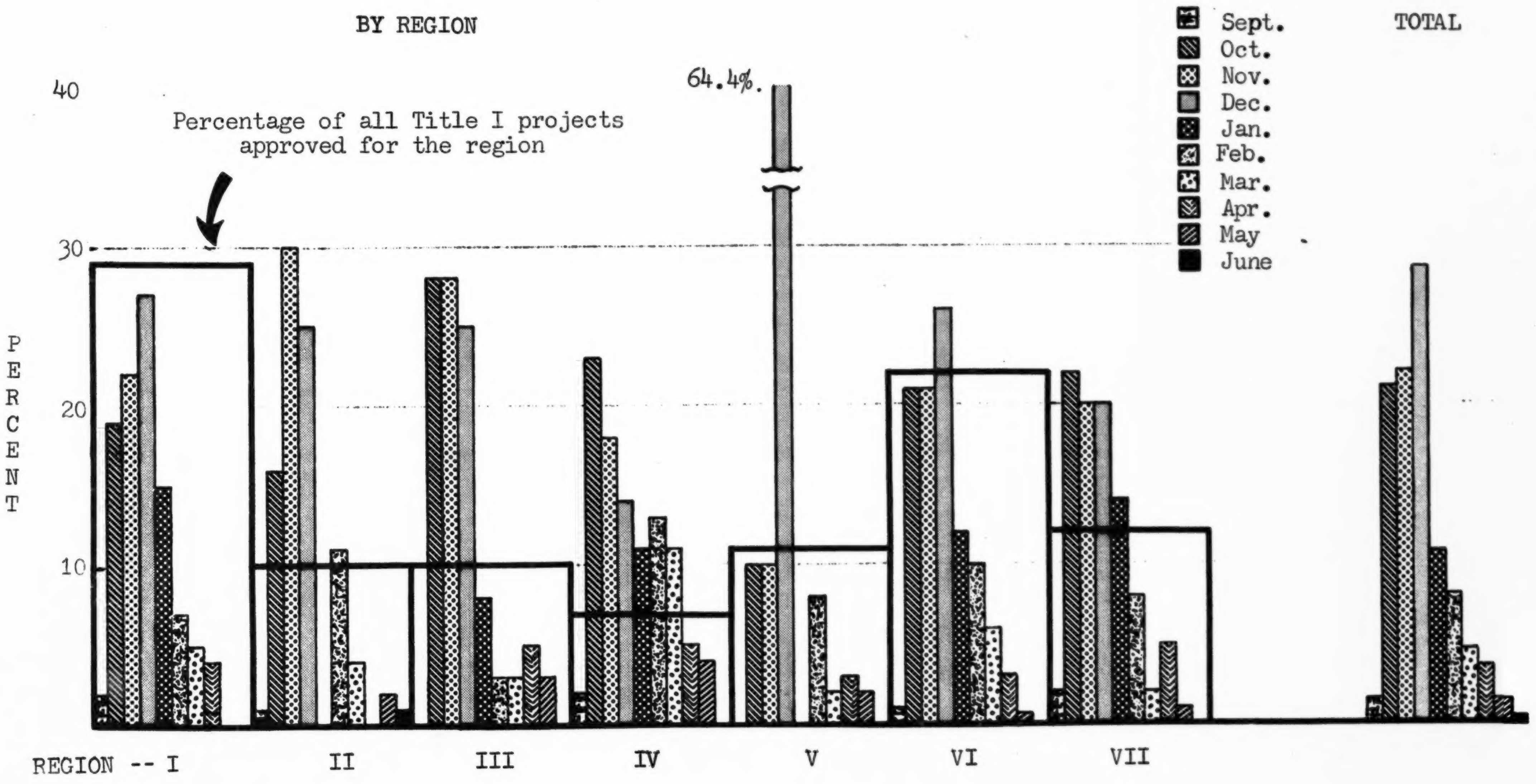


FIGURE L

PERCENTAGE OF TITLE I PROJECTS APPROVED EACH MONTH DURING 1965-66 BY REGION, AND TOTAL FOR ALL CLASSES OR REGIONS



PREVALENT ACTIVITIES AND SERVICES

Although there was a variety of activities and services put into effect through Title I, there were a few of these that tended to occur consistently more prevalently than others. This section deals with the kinds of activities and services commonly occurring during the regular school term 1965-66 and during the summer of 1966.

Most Prevalent Activities and Services During the Regular School Term. In the study made of project proposals submitted by local school officials, tabulations were made of the kinds of activities and services which local school officials stated that they would implement. Table 35 shows the frequency of occurrence in the project proposals of some of the more prevalent types of activities and services, broken down by class and region. Table 36 presents a rank order distribution of activities and services for each class, based upon the data in Table 35. Reading instruction (Item 1) ranked first for all classes except for Class B, and inspection of Table 35 reveals that it occurred almost as frequently as the three activities which out-ranked it for Class B schools.

Discrete activities and services reported in annual evaluations are described on a class breakdown in Table 37. For each activity or service there is presented the number of projects in which it occurred and the number of pupils reported to have participated during the regular school term. Table 38 shows a rank order listing of prevalent activities and services, by class, based upon the data in Table 37.

While Tables 35 and 36 represent before-the-fact statements about planned activities and services in the project proposals, Tables 37 and 38 summarize descriptions of activities and services made after the termination of the projects. Comparisons of the two sets of data reveal that, for school districts in Classes A and B, special education programs did not occur as frequently as the project proposals indicated that they would. Guidance services came up into the top five positions for Classes A, C, and D. Library and instructional media services moved up into the top five for Classes A and B, and they moved up at least one step in the rank orders for the other classes. Home visitations came into the upper five positions for Classes B, C, D, and E. Inservice training activities tended to move downward in the rank orders for several of the classes.

These shifts are probably attributable to the omission of proposed activities or services, rather than the addition of new ones. Unavailability of staff, lateness of arrival of materials, and other factors caused some school districts to drop some of the elements originally approved for their programs. However, a few of these shifts were the result of amendments submitted after the original proposals had been abstracted and coded. The two sets of figures are generally parallel, and activities dealing with reading and language development were ranked first for all classes, with health and welfare services, library services, and instructional media following secondarily.

TABLE 35. ACTIVITIES AND SERVICES

Stated in Project Proposals

NUMBER	ITEM	STATE PERCENTAGE		RANK ORDER						
				1	2	3	4	5	6	7
1	**Reading Instruction (largely remedial reading centers with** special teachers)	76%	Class	D	A	C	F	E	B	
			%	80	75	75	75	70	45	
			Region	1	5	7	4	6	2	3
			%	85	85	75	70	70	60	60
2	Language Arts Instruction (largely through Audio-Lingual Methods)	46%	Cl	E	F	A	D	C	B	
			%	50	50	45	45	40	35	
			Reg	5	1	4	3	6	7	2
			%	80	60	50	45	35	35	30
3	**Teaching English as a Second Language**	26%	Cl	D	F	B	E	A	C	
			%	30	30	25	20	-	-	
			Reg	5	4	3	7	1	2	6
			%	70	45	35	30	20	-	-
4	**Mathematics Instruction**	21%	Cl	A	-	-	-	-	-	-
			%	45	-	-	-	-	-	-
			Reg	2	3	-	-	-	-	-
			%	20	20	-	-	-	-	-
5	**Instruction in Basic Academic Subjects**	41%	Cl	D	A	B	F	C	E	
			%	65	60	45	40	35	35	
			Reg	5	7	1	3	4	2	6
			%	80	45	40	40	40	30	25
6	**Health Services and Examinations**	58%	Cl	A	E	B	D	C	F	
			%	55	55	50	50	45	-	
			Reg	5	1	3	6	2	4	7
			%	70	50	50	45	40	35	35
7	**Physical Education Classes (largely physical fitness)**	16%	Cl	A	-	-	-	-	-	
			%	60	-	-	-	-	-	
			Reg	4	3	7	-	-	-	-
			%	50	30	20	-	-	-	-
8	**Expanded Library Services**	39%	Cl	A	B	C	D	E	F	
			%	50	45	40	40	40	30	
			Reg	3	1	4	2	7	6	5
			%	70	50	45	30	25	20	-

TABLE 35 (continued). ACTIVITIES AND SERVICES

NUMBER	ITEM DESCRIPTION	STATE PERCENTAGE		RANK ORDER						
				1	2	3	4	5	6	7
9	Extended Guidance Services (largely added personnel and testing)	45%	Cl	B	A	E	F	C	D	
			%	65	50	40	40	35	35	
			Reg	5	7	4	6	2	1	3
			%	65	55	45	45	40	35	35
10	Improve School Environment and Teacher Competency	50%	Cl	A	E	C	D	B	F	
			%	65	65	60	50	45	30	
			Reg	3	1	4	6	7	2	5
			%	70	65	50	45	45	40	25
11	Inservice Training for Staff	43%	Cl	A	C	D	E	B	F	
			%	65	60	45	30	25	25	
			Reg	1	3	6	7	2	4	5
			%	50	50	50	45	40	35	-
12	Additional Materials and Equipment	45%	Cl	E	C	B	A	D	F	
			%	55	50	45	40	30	-	
			Reg	1	4	2	3	6	7	5
			%	65	50	40	40	40	40	20
13	Use of Teacher Aides	41%	Cl	A	D	E	F	B	C	
			%	55	50	45	20	-	-	
			Reg	3	1	7	4	6	5	2
			%	70	45	45	40	40	25	-
14	Parent Involvement (and programs to improve home environment)	16%	Cl	A	-	-	-	-	-	
			%	20						
			Reg	7	1	-	-	-	-	-
			%	25	20					
15	Special Education	16%	Cl	B	A	-	-	-	-	
			%	65	55					
			Reg	2	4	7	-	-	-	-
			%	30	25	20				
16	Preschool Instruction		Cl	A	B	D	F	C	E	
			%	45	35	30	30	25	25	
			Reg	5	3	7	1	2	6	4
			%	75	45	40	20	20	20	-

TABLE 36. RANK ORDER OF PREVALENCE OF ACTIVITIES AND SERVICES, BY CLASS
Stated in Project Proposals

Class A

1 - Reading and Language Arts

2 - Strengthening of School Environment -- inservice, aides

3 - Instruction in Basic Academic Areas

4 - Health and Physical Education services

5 - Special Education

Class B

1 - Guidance and Counseling Services

2 - Special Education

3 - Health and Physical Education Services

4 - Reading and Language Arts Instruction

5 - Instruction in Basic Academic Areas

Class C

1 - Reading and Language Arts Instruction

2 - Strengthening of School Environment -- inservice, materials

3 - Health Services and Examinations

4 - Library Services

5 - Instruction in Basic Academic Areas, and Guidance and Counseling tied for 5th position

Class D

1 - Reading and Language Arts Instruction

2 - Instruction in Basic Academic Areas

3 - Health Services and Examinations

4 - Strengthening of School Environment -- inservice, aides

5 - Library Services

TABLE 36 (continued) RANK ORDER OF PREVALENCE OF ACTIVITIES AND SERVICES BY CLASS Stated in Project Proposals

Class E

1 - Reading and Language Arts Instruction

2 - Strengthening of School Environment -- materials, aides

3 - Instruction in Basic Academic Subjects

4 - Library Services

5 - Guidance Services

Class F (cooperatives)

1 - Reading and Language Arts Instruction

2 - Instruction in Basic Academic Areas

3 - Guidance Services

4 - Library Services

5 - Strengthening of School Environment -- inservice

All Classes

1 - Reading and Language Arts Instruction

2 - Health and Physical Education Services

3 - Extended Guidance Services

4 - Strengthening of School Environment -- Inservice, Materials, Aides

5 - Instruction in Basic Academic Subjects

(6 - Library Services)

TABLE 37.

DISCRETE ACTIVITIES AND SERVICES:
Stated in

	Class A		Class B		Class C*	
Activity or Service	Number Projects	Number Pupils	Number Projects	Number Pupils	Number Projects	Number Pupils
Reading	15	29,444	10	5,576	86	17,573
Language Arts	6	17,126	3	3,343	13	11,426
Reading - Language Arts Combination	4	32,448	0	0	13	5,940
Total for Above 3	---	-----	----	----	----	-----
Health, Medical and Welfare	10	75,638	9	11,304	38	8,248
Physical Education	8	56,091	0	0	0	0
Library Services	8	58,929	4	14,705	35	28,922
Instructional Media	8	-----	5	-----	22	-----
Guidance and Counseling	7	71,799	6	6,605	22	13,776
Special Education	4	952	2	258	0	0
Mathematics	5	26,404	1	336	3	245
Science	6	66,268	1	336	0	0
Social Studies	4	39,158	1	336	0	0
Fine Arts	5	46,096	0	0	13	8,051
Preschool (Regular Term)	6	3,542	3	332	10	343
Enrichment Experiences	8	89,187	1	2,186	10	2,716
Study and Recreation Centers	6	23,213	1	220	22	11,582
Instruction for Non-English Speak.	1	2,332	1	30	3	1,603
Home Visitations	4	----	3	----	22	----
Inservice	5	----	2	-----	29	----

* Numbers inferred for population from representative sample.

NUMBER OF PROJECTS AND PUPILS PARTICIPATING
Evaluation Reports

Class D*		Class E*		Class F*		All Classes	
Number Projects	Number Pupils	Number Projects	Number Pupils	Number Projects	Number Pupils	Number Projects	Number Pupils
174	84,926	156	14,873	81	38,791	522	191,183
68	32,830	57	7,849	6	1,153	153	73,727
48	57,752	38	5,220	36	26,275	139	127,635
---	-----	- ---	----	---	-----	814	352,714
130	273,194	109	20,324	39	11,314	335	400,012
48	32,776	14	2,006	3	3,550	73	94,423
87	103,898	57	18,073	19	19,768	210	244,295
39	------	33	------	16	------	123	-------
43	39,413	24	2,298	19	10,271	121	144,162
5	97	0	0	3	83	14	1,390
15	3,140	14	916	10	4,228	48	35,269
5	2,241	5	326	3	561	20	69,732
5	2,367	0	0	0	0	10	41,861
14	874	19	4,866	3	1,132	54	61,019
34	1,850	28	850	13	3,305	94	10,222
5	11,462	5	500	6	3,550	35	109,601
24	33,057	9	632	0	0	62	68,704
10	2,541	0	0	0	0	15	6,506
48	----	42	----	4	----	123	----
29	----	33	----	13	----	111	----

TABLE 38. RANK ORDER OF PREVALENCE OF ACTIVITES AND SERVICES, BY CLASS Stated in Annual Evaluation Reports

Class A

1 - Reading and Language Arts Instruction

2 - Health, Physical Education, and Welfare Services

3 - Library and Instructional Media

4 - Enrichment Experiences

5 - Guidance and Counseling

Class B

1 - Reading and Language Arts Instruction

2 - Health, Physical Education, and Welfare Services

3 - Counseling and Guidance

4 - Instructional Media and Library

5 - Home Visitation

Class C

1 - Reading and Language Arts Instruction

2 - Library and Instructional Media

3 - Health, Physical Education, and Welfare Services

4 - Inservice Training

5 - Study Centers, Guidance and Counseling, and Home Visits tied for 5th position

Class D

1 - Reading and Language Arts Instruction

2 - Health, Physical Education, and Welfare Services

3 - Library and Instructional Media

4 - Home Visitation

5 - Guidance and Counseling

Class E

1 - Reading and Language Arts Instruction

2 - Health, Physical Education, and Welfare Services

3 - Library and Instructional Media

4 - Home Visitations

5 - Inservice Training

Class F

1 - Reading and Language Arts Instruction

2 - Health, Physical Education, and Welfare Services

3 - Library and Instructional Media

4 - Guidance and Counseling

5 - Inservice Training

All Classes

1 - Reading and Language Arts Instruction
2 - Health, Physical Education, and Welfare Services
3 - Library and Instructional Media
4 - Home Visitations
5 - Guidance and Counseling
6 - Inservice Training

Table 37 shows that the activities science instruction, social studies instruction, fine arts instruction, mathematics instruction, enrichment experiences, and study and recreation centers were reported to have involved large numbers of pupils, even though they did not occur in a high percentage of projects. These pupil participation figures included both direct and indirect participants, and the majority of these pupils were involved in projects in Class A districts.

Most Prevalent Activities and Services Conducted during the Summer. At the close of the 1965-66 school term, a questionnaire was sent to local superintendents to determine which districts were planning to conduct summer projects under Title I. If the reply was affirmative, they were asked further to check the type of activities and services to be provided. General aspects of summer projects are presented in Table 39.

TABLE 39. GENERAL ASPECTS OF SUMMER PROJECTS

CLASS--	A	B	C	D	E	F
Schools Not Returning Forms	0	0	10.7%	6.9%	14.3%	57.9%
Schools Having No Summer Programs	0	8.3%	19.0%	13.8%	19.5%	7.9%
Schools Having Non-Title I Funded Projects	0	8.3%	2.5%	2.3%	4.4%	1.5%
Schools Having Title I Summer Projects	100%	83.3%	67.8%	76.9%	61.8%	32.6%

It is noted that more than half of the smaller cooperatives, Class F, did not return the questionnaire. In the schools returning the completed forms, a range of between 8 and 20 percent of districts responding had no summer programs. The next row of figures consists of the percentage of schools in each class which operated summer programs under funds other than Title I. The final category is the percentages of schools which conducted summer projects under Title I. It can be seen that all Class A schools conducted such projects, while only 33 percent of the small cooperatives in Class F reported having Title I summer projects. There was a trend toward more summer participation as the size of the districts increased.

A breakdown of the types of activities conducted by each class of schools is presented in Table 40. Based upon these data, Table 41 shows rank orders of occurrence for summer activities and services. Remedial reading activities were consistently predominant for all of the classes, as was the case during the regular term. Preschool programs also ranked high except in Classes A and B, where they were outranked by other activities and services. Health and food services, most of which were designed to overcome lack of clothing and improper nutrition, were reported frequently. Approximately half of all the schools reporting Title I summer projects conducted some form of library activity. Many schools refurbished and stocked their libraries, usually under Titles I and II ESEA; they reported that such facilities were effectively used as after-school study centers by many of their Title I students. A number of these same schools decided to continue various library activities in their summer programs because of the successes they experienced during the regular school year.

TABLE 40. ACTIVITIES AND SERVICES: SUMMER 1966

ACTIVITY	CLASSIFICATION					
	A and AF	B	C	D	E	CF,DF,EF
PRE-SCHOOL:						
Title I	65%	40%	57%	71%	67%	65%
Head Start	25%	30%	18%	21%	13%	19%
Other Funds	20%	-0-	11%	5%	-0-	1%
REMEDIAL:						
Reading	85%	60%	66%	66%	49%	49%
Language Arts	55%	50%	41%	35%	24%	20%
Math	70%	20%	29%	39%	28%	18%
Science	20%	10%	9%	8%	9%	6%
Social Studies	30%	10%	11%	9%	8%	4%
Fine Arts	30%	10%	8%	5%	5%	5%
Other	25%	-0-	4%	3%	3%	5%
ACTIVITIES:						
Library	70%	40%	49%	43%	43%	35%
Recreation	35%	30%	24%	22%	23%	18%
Physical Education	40%	20%	18%	33%	18%	16%
Arts and Crafts	40%	20%	15%	20%	11%	13%
Enrichment	50%	10%	24%	33%	18%	17%
Other	60%	10%	6%	5%	4%	-0-
SERVICES:						
Health	55%	50%	37%	62%	37%	35%
Food, Nutrition	40%	30%	35%	60%	40%	31%
Other	20%	30%	3%	14%	7%	5%
PARENT INVOLVEMENT:	35%	10%	8%	20%	15%	13%

TABLE 41. RANK ORDER OF PREVALENCE OF ACTIVITIES AND SERVICES in Summer 1966, BY CLASS

Class A

1 - Remedial Reading Instruction

2 - Remedial Math Instruction

3 - Library Services

4 - Preschool Instruction

5 - Health Services and Language Arts Instruction tied for position 5

Class C

1 - Remedial Reading Instruction

2 - Preschool Instruction

3 - Library Services

4 - Language Arts Instruction

5 - Health Services

Class E

1 - Preschool Instruction

2 - Remedial Reading Instruction

3 - Library Services

4 - Food Services

5 - Health Services

Class B

1 - Remedial Reading Instruction

2 - Language Arts Instruction

3 - Health Services

4 - Preschool Instruction

5 - Library Services

Class D

1 - Preschool Instruction

2 - Remedial Reading Instruction

3 - Health Services

4 - Food Services

5 - Library Services

Class F (Cooperatives)

1 - Preschool Instruction

2 - Remedial Reading Instruction

3 - Library Services

4 - Health Services

5 - Food Services

INNOVATIVE PROJECTS

Much encouragement was given local planners of Title I projects to break away from traditional educational approaches and try new strategies. School districts were given a wide margin of flexibility for planning innovative programs, and almost any plausible approach was approved if it could be shown that it was well planned and that it offered promise for meeting the needs of educationally deprived children. In the following sections are described several of the activities and services which the staff of the Texas Education Agency judged to be innovative. These innovative activities and services were identified on the bases of

- information provided through on-site visits,
- the procedure for assessment of effectiveness of activities and services described in Appendix F , and
- reading of project proposals and evaluation reports.

Specific examples of each type of activity or service are presented in a group, with the name of the school district, project number, classification, and a brief synopsis of the innovative feature(s).

Reading Instruction.

SAN ANGELO (Tom Green County - Number 17 - Class A)
A special class of eighth grade students taught by a reading teacher and counselor--designed to improve students' reading skills and to assist them in developing positive self-concepts and higher goals. Group sessions on study skills, why study, educational and vocational plans, and personal concerns in addition to reading instruction.

AUSTIN (Travis County - Number 40 - Class A)
Primary and intermediate remedial reading team teachers--special reading teacher taught 75-90 minutes daily with homeroom teacher working with small groups or individual children. Special teacher usually worked with most severely retarded group--children experienced success for the first time and, as a result, talked more freely in classroom discussions.

O'DONNELL (Lynn County - Number 517 - Class D)
A Reading Improvement Center set up in elementary building for grades 1-4, designed to take students for corrective and/or developmental reading and language development. One remedial reading teacher and an aide used a multi-media approach and attempted to gear instruction to each child so that he was not frustrated or bored.

HUDSON (Angelina County - Number 253 - Class D)
Use of a variety of audio-visual aids in addition to instructional materials to increase reading comprehension: (1) tape recorder--to improve oral reading and to encourage self-evaluation of grammar; (2) record player--to learn new sounds through oral games and to hear repeatedly proper oral language; (3) movie projector--to promote

interest in reading through familiarizing pupils with the wonder of becoming involved in stories; (4) film strip projector--to increase reading enjoyment, comprehension, and vocabulary.

HOUSTON (Harris County - Number 001 - Class A)
Corrective reading activities for 5270 children in grades 3 through 12. One elementary school experimented with a class of individualized reading. Another school initiated a Developmental Language program for Spanish-speaking students. In a senior high school, tenth grade English classes were scheduled as two hour block courses--a reading teacher and English teacher functioned as a team to improve reading and writing skills. One small class of "leftovers", seven non-readers ranging from nine to fourteen years old, was taught by an Experience Chart approach: children made up stories from pictures they saw and developed their own vocabulary. Students inspired to read their own stories which the teacher mimeographed.

NEW BRAUNFELS (Comal County - Number 395 - Class D)
Multi-dimensional approach for students needing corrective training in reading skills--classroom instruction; motivational devices such as reading games, records, filmstrips; and field trips taken to correlate with vocabulary building and to provide meaningful experiences in making reading activities real to students in grades 3-7.

MERKEL (Taylor County - Number 313 - Class D)
Remedial reading clinic for grades 3-12 complemented by increased library services to allow students to use the library more during school hours as well as holidays. Counseling services also coordinated with the clinic to encourage students to expand career goals and continue education.

HUNTSVILLE (Walker County - Number 69 - Class D)
A corrective reading program for one semester involving 232 students in grades 1-12. Four special reading teachers worked in target area schools with small groups of students (8-10 at a time) who needed special help in reading and language development. A reading specialist from Sam Houston State College, employed two days a week, supervised the reading program and provided inservice assistance to teachers through grade level meetings and demonstration lessons.

AMARILLO (Potter County - Number 433 - Class A)
New reading "clinics" established in several elementary schools-- a variety of equipment and materials available for teachers' use. Administration aware of need to coordinate instruction in the special classes with the regular homerooms, to attack reading problems through the oral language of the students, and to use all materials with discretion.

TYLER (Smith County - Number 269 - Class A)
Five special reading teachers worked with students who were more than one grade level below norm in reading. Teacher worked with small groups (3-5) who were approximately on the same reading level for 35-45 minute periods.

WILLS POINT (Van Zandt County - Number 497 - Class D)

On the preschool level, two visiting teachers went into each child's home on an average of twice per week. Readiness experiences were provided for these children as each teacher carried filmstrips, picture story books, and show-and-tell machines to the homes. This approach necessitated by a transportation problem proved to be successful in preparing these children for school experiences as well as improving home-school relations.

NORTHEAST (Bexar County - Number 334 - Class B)

Mobile remedial reading centers purchased to serve all area-of-concentration schools in the district.

HARLANDALE (Bexar County - Number 183 - Class B)

Experimental type program--similar pupils divided into two groups, one exposed to formal type instruction and the other to machine usage instruction. Then comparisons were made between the reading gains of students in these two groups.

RULE (Haskell County - Number 111 - Class EF)

Title I stamps placed inside the front cover of books indicate the reading level. The stamp is in the form of a clock face with hours comparable to grade levels; an arrow pointing to 2 o'clock indicates second grade reading level. The teacher may select the proper books for a pupil without embarrassing a teenager who reads at the third grade level.

GOOSE CREEK (Harris County - Number 715 - Class C)

Many children in this district were taught to spell, count, and identify letters of the alphabet through music. They see a bee, touch it, hear it humming, and then play it on a musical instrument--b, e, e. One seven-year-old, considered to be unteachable, learned to spell by associating the order of musical notes to the order of the alphabet. He had learned left to right perspective from reading music.

LUFKIN (Angelina County - Number 687 - Class DF)

A diagnostic and remedial reading center established with a full-time clinician who worked with approximately thirty students during the last month of school. Six reading teachers were added to the staff for the summer program to serve 210 students. Program was a blend of individualized and group work. They used rhythm band instruments experimentally with poor readers.

Cultural Enrichment Activities.

LIBERTY HILL (Williamson County - Number 56 - Class E)

Experiences aimed toward broadening the occupational knowledge of high school seniors in this small, rural community to enable these students to recognize their own talents and channel their ambitions toward rewarding goals. Some activities designed to develop an appreciation of the fine arts, learning and practicing of social graces leading toward self-confidence in new situations, and attaining a respect for law and order. Field trips based upon planned pre-study and followed by evaluative discussions--examples include visiting a hospital with emphasis on nursing as a profession, an air terminal, a cafeteria and shopping center, and the State Department of Public Safety.

MISSION (Hidalgo County - Number 68 - Class D)
Program to improve acculturation of Spanish-speaking children through field trips, art, vocational exploration, and guidance.

Use of Visual Aids and Instructional Materials.

BRAZOSPORT (Brazoria County - Number 707 - Class C)
Educational television programs to relieve educational deprivation.

CENTER (Shelby County - Number 524 - Class DF)
Materials Center contained rooms for inservice which was conducted weekly; a media specialist trained at Camp Gary was available to make transparencies, prepare tapes, and develop films. New equipment and instructional materials arrived at the center where they were processed and then delivered to Title I schools.

EDINBURG-BROWNSVILLE-HARLINGEN (Hidalgo and Cameron Counties - Numbers 38, 37, and 31 - Classes D, A, and C)
A tri-city media center established to serve these school districts.

Use of Teacher Aides.

SEAGRAVES (Gains County - Number 398 - Class D)
Teacher Aide Program established for grades 1-3, aide assigned to each grade to do the following duties: those assigned by regular teacher; those assigned by principal; provide for care and supervision of children under her care; and give additional personal attention to children from deprived homes, especially in their school work. Assumed that pupils will have a higher comprehension rate if there is someone to give further explanations to them. In addition to clerical tasks, aides helped with playground supervision, read stories, encouraged children to make "Show and Write" posters for display, listened to children re-read a story previously taught by the regular teacher, and helped children to relax and enter into activities wholeheartedly, especially dramatizations, puppet shows, and games to develop language skills.

DEL VALLE (Travis County - Number 23 - Class CF)
Nine teacher aides used in grades 1-5; primary responsibility was to help with the slowest reading groups. Presence of two adults in classroom allowed more time for working with pupils on a one-to-one basis. Also, there was more opportunity for group and individual conversations at lunch and on field trips when pupils heard correct patterns of speech and increased their vocabularies.

SINTON (San Patricio County - Number 440 - Class D)
Bilingual aides in preschool program for bilingual children.

MARBLE FALLS (Burnet County - Number 217 - Class D)
A teacher aide hired to assist each professional teacher in clerical tasks and other useful ways. Aides provided valuable service by visiting in the homes to get first-hand information pertaining to living conditions and family background.

Health and Physical Education.

HOUSTON (Harris County - Number 001 - Class A)
Nurses and counselors organized student groups and stressed good health practices.

EL PASO (El Paso County - Number 63 - Class A)
Adapted physical education program based on medical examinations; implementation of recreational activities.

PORT ARTHUR (Jefferson County - Number 213 - Class B)
Provision for physical, psychological, psychiatric, and neurological examinations at the elementary school level.

PHARR-SAN JUAN-ALAMO (Hidalgo County - Number 33 - Class D)
Health literature in Spanish sent to parents.

SINTON (San Patricio County - Number 440 - Class D)
Sanitary Facility Center to provide for delousing of children, to take care of minor health problems, and to instruct adults.

NEW BRAUNFELS (Comal County - Number 395 - Class D)
Nurse-social worker team--health services and counseling in the homes of educationally deprived children.

Parental Involvement and Visiting Teacher Services.

LA VEGA (McLennan County - Number 199 - Class C)
A liason worker was responsible for obtaining any information necessary for evaluating the needs of a student or his family and to establish mutual confidence with them. Many referrals were made to the Salvation Army, Goodwill Industries, and to the McLennan County Welfare Department. Visiting in some 82 homes during the six month program, the liason director served directly or indirectly 146 children.

HOUSTON (Harris County - Number 001 - Class A)
Program set up as part of the counseling and guidance activity: Nutrition courses and home nursing for parents; parental involvement in school programs; well coordinated with other programs.

LAREDO (Webb County - Number 339 - Class A)
"Neighborhood Get-Togethers" for parents of educationally deprived children.

EAST CENTRAL (Bexar County - Number 44 - Class C)
Community workshops organized to encourage parental involvement.

Library Services.

BROWNSVILLE (Cameron County - Number 37 - Class A)
Library facilities in Title I elementary schools greatly expanded by the addition of 34,058 books, periodicals, paperback books and instructional materials needed for student participation in lessons and projects. Major emphasis given to this area of service; random sampling indicated that students did far more reading.

BRAZOSPORT (Brazoria County - Number 707 - Class C)
Provided access to school libraries for students not having home libraries or home environments conducive to study. Library facilities also made available to summer school students. These services were reported as being used extensively by the students.

PHARR-SAN JUAN-ALAMO (Hidalgo County - Number 33 - Class D)
Renovated facilities for housing the Central Materials Center under Title I. Leadership and coordination services for audio-visual materials and special education, speech therapy, elementary library and elementary remedial reading programs were located here. The Center was also the site of elementary testing and evaluative services, as well as inservice meetings for small groups of teachers and principals.

Guidance and Counseling Services.

SINTON (San Patricio County - Number 440 - Class D)
Counselor established rapport with students who had never sought help before and discussed students' academic status and future educational and vocational plans with students and their parents. Counseling team (visiting teacher, a social welfare aide, teacher and principal) was effective in getting majority of elementary students to attend summer school program.

NORTHEAST HOUSTON (Harris County - Number 82 - Class C)
Guidance services provided to pupils and their parents after school hours, during the evenings, and on weekends. Identification of potential dropouts and encouragement for them to stay in school was a basic objective. Some 750 student conferences, and 300 student-parent-counselor conferences held after school hours. Dropout rate decreased in project schools from five percent in 1964-65 to four percent in 1965-66.

ABILENE (Taylor County - Number 184 - Class A)
Counseling service at elementary level including home visitations, individual counseling at school, group guidance, and assistance to teachers in adapting school program to needs of deprived students.

AUSTIN (Travis County - Number 40 - Class A)
Sixteen successful teachers trained to be elementary counselors in Title I schools through intensive inservice. Basic responsibility was to act as consultant to teachers in interpreting test results and diagnosing learning difficulties. Also, they assisted in making appropriate referrals and did individual counseling with children.

HOUSTON (Harris County - Number 001 - Class A)
Additional counselors placed in both elementary and secondary schools to reduce counselor-pupil ratio. Shift from "First-Aid" type to preventive and developmental. Counselors observed behavior patterns of children in grades K - 3, uncovered problems before they became drastic. They were able to work with all of the children in their normal growth and all-round development, not just those showing serious problems. Also, they worked with or established student councils and held group sessions with parents.

Preschool Readiness Instruction and Services.

HOUSTON (Harris County - Number 001 - Class A)
The Preschool activity involved over 2,000 children in 36 kindergartens. Parental involvement was attempted by means of consultations with the parents, visiting days, and parent workshops. Some of the parents also went on the numerous field trips which their children took. An important aspect of this program was the employment of a full-time Coordinator-Consultant for kindergarten classes only. The Consultant worked with the teachers, demonstrated lessons in the classroom with master teachers, and provided guidance for program planning, selection of materials, and parental involvement activities.

LAREDO (Webb County - Number 339 - Class A)
A preschool bilingual program was conducted on seventeen successive Saturday mornings for over 700 children. Emphasis was placed upon the health and nutritional needs of these children as well as their improvement in speaking English. Conferences were periodically held with Health Director and other school health personnel to discuss availability of medical services, purchase of clothing, and health needs. Tuberculin tests, immunizations, general medical examinations, and dental examinations were administered to these children. After diagnosis and treatment, all cases were followed up by visits to the home, where additional hygienic and nutritional guidance was given.

PLAINS (Yoakum County - Number 519 - Class D)
In this School Preparation Program, non-English speaking parents of preschool children were visited by the teacher, who encouraged the use of English in the home, the practice of good health habits, and emphasized the necessity of parental interest and concern in education. The parents have responded by increased school visitations and some have expressed interest in adult education programs.

SONORA (Sutton County - Number 271 - Class D)
A Preschool Readiness activity emphasized the speaking of English for five-year-olds, 90 percent of whom spoke no English at all at the

beginning of the program. The use of oral English was stressed as a means of providing reading readiness background.

MEDINA VALLEY (Medina County - Number 522 - Class D)
A preschool program for non-English speaking children to improve their oral English. Emphasis was also placed upon the learning of good health habits. All children were immunized for smallpox, given eye examinations, and furnished with lunches and milk.

Instruction in Language Arts and Communications Skills.

PHARR-SAN JUAN-ALAMO (Hidalgo County - Number 33 - Class D)
Non-English speaking children aged 10-16 were afforded extended instruction in oral English, reading and writing, and advanced reading materials. A major aspect of the program was the use of special audio-visual materials, such as filmstrips and other visual aids. Other Title I equipment, library books, and supplies used by the entire school were also made available to these classes.

PLAINS (Yoakum County - Number 519 - Class D)
Conducted a program for non-English speaking students in the first grade. Emphasis on oral English to establish a foundation for instruction in reading and writing.

ROSEBUD (Falls County - Number 391 - Class D)
Established an educational television service as a part of a comprehensive language arts program. Television sets and materials were purchased and installed in rooms of concentrated educationally deprived students. Teacher aides were employed to assist the regular teachers of such language arts classes utilizing this equipment.

MEDINA VALLEY (Medina County - Number 522 - Class D)
Program to improve pupils' command of spoken English by using audio-lingual method of teaching English as a second language. Use of teacher aides to assist regular teachers in routine tasks. Attempt to instill a "guidance point of view" in teachers so that the curriculum would be modified to develop language and social competence of these educationally deprived children.

Programs in the Fine Arts.

HOUSTON (Harris County - Number 001 - Class A)
Special teachers taught classes in music once per week to more than 14,000 students during the summer program. Demonstrations for different types of instruments were given, and concerts were held for the students. Many parents stayed to hear their children perform in informal demonstrations at the end of the session. Art classes were taught in the same manner with enough projects being completed to give several interesting exhibits.

SINTON (San Patricio County - Number 440 - Class D)
An Instrumental Music and Art Development Service was established for grades 1-3, in which musical instruments, art materials and instruction were provided. Public appearances at local service organizations, Lions, Rotary and Kiwanis Clubs were made by several groups. A noticeable gain in self-confidence was partly attributed to this program.

Other Innovative Projects.

COTULLA (La Salle County - Number 387 - Class D)
In the summer program under Title I a "no-bell" system was initiated. There were several remedial as well as physical education and crafts classes going on at the same time. A child was free to go from one class to another as he wished without restriction.

HOUSTON (Harris County - Number 001 - Class A)
One class in Spanish shorthand was established to provide instruction for students of low-income families who were unable to afford business school. All those who participated in the course and graduated from high school were employed as bilingual secretaries. The rest of the participants are now senior students.

CROCKETT (Houston County - Number 122 - Class D)
At an elementary school located in a swampy area of the community, the school grounds were drained and landscaped and covered concrete walk-ways provided. The cafeteria facilities were expanded to feed approximately 425 children instead of the 150 accommodated at the initiation of the program; four temporary buildings were acquired which housed a library, a remedial reading and arithmetic program, and one grade section. New restroom facilities had also been added.

Program Evaluation. Several innovative approaches to assessing the effects of Title I programs and disseminating information were employed by local districts.

SOUTH PARK (Jefferson County - Number 39 - Class C)
A color movie was produced, reviewing aspects of their Title I project. The film was made in the district's own media processing center.

DICKINSON (Galveston County - Number 12 - Class C)
A set of color slides of children and activities was produced, and a copy presented to the Division of Compensatory Education as part of the evaluation report.

GROESBECK (Limestone County - Number 239 - Class D)
A taped evaluation discussion by the faculty of the Title I project was made and included as part of the annual evaluation report.

COTULLA (La Salle County - Number 387 - Class D)
School officials made, on a pre-post basis, movies of children participating in activities in their Title I program. Particularly

good coverage was made of the physical fitness aspects of the project.

MADISONVILLE (Madison County - Number 307 - Class D)
Pre-post tape recordings of the speech of children in the language development activity were used for a comparison of children's ability to read a given passage at the beginning and at the end of the program.

Additionally, several interesting questionnaires, checklists, teacher observation techniques, and locally constructed measurement devices were designed by the staffs of local districts. Case histories, anecdotal records, letters, and samples of work were used creatively in some cases as the data upon which parts of the annual evaluation report were based. Some examples of these kinds of evaluation devices submitted by school districts are found in Appendix G .

Overview of Innovative Title I Projects in Texas. The consultants of the various divisions of the Texas Education Agency who read the annual evaluation reports of the 222 school districts in the representative sample to assess effectiveness, reliability, and innovativeness (Appendix F) judged a total of 49 discrete activities to have been highly innovative. They regarded an additional 91 discrete activities and services as somewhat innovative. These figures do not represent an unduplicated count of school districts in the sample. A number of districts had two or more of the activities or services adjudged innovative by these readers. Much of the innovativeness occurred in the large urban school districts, Class A schools in particular, and a good deal took place in some of the medium-sized, more progressive Class D districts in rural areas. Instances of innovative programs, however, were noted in some school districts in every class.

The projects described above represent a cross-section of the innovative strategies developed by local school officials in Texas during 1965-66. Most of the examples were taken from projects in the sample, although a few came from districts outside the sample. This survey does in no sense constitute an exhaustive list of innovative or exemplary Title I projects in Texas schools. Many good examples were left out because of space limitations.

Devising truly new ways of educating children has been a real problem. Not only is there a paucity of research on education, but it is difficult to become aware of, and put into practice, the body of knowledge presently available to educators. While there has been much encouraging innovation in Texas schools during the past year, there also occurred a substantial amount of tradition-bound planning and teaching. Continued encouragement will be given to innovation, and the Texas Education Agency will attempt to provide more and more consultative services to assist local planners in inventing new approaches and in disseminating information about strategies already available.

METHODS OF INCREASING STAFF FOR TITLE I PROJECTS

There were three major methods proposed by schools in their project proposals as means of selecting staff members for their Title I projects. Table 42 shows that 66 percent of districts planned to employ additional personnel while 39 percent planned to use members of their present staff. Obtaining personnel to administer the Title I program was mentioned by 23 percent of the schools.

Regarding means of staff development, 36 percent of these schools proposed orientation for teachers who would work with educationally deprived children (Item 4). A smaller number mentioned the modification of teacher attitudes with regard to the special characteristics of deprived children.

Inservice training (Item 5) was proposed by 69 percent of the schools as a method of developing staff competencies. There were a variety of types of inservice training planned by the schools. Forty-seven percent proposed workshops and conferences of local or regional nature as part of their inservice programs. The use of consultative services, such as those provided by the Texas Education Agency and colleges and universities, were proposed by 37 percent of the schools. Other significant but less frequently mentioned methods of implementing inservice were

. development of instructional media,

. professional or staff-directed instruction on the use of modern audio-visual aids,

. professional growth through enrollment in college extension and summer courses, as well as the utilization of professional literature and organizations,

. use of community resource personnel,

. use of a special teacher or committee to assist the faculty in curriculum-related problems,

. encouragement of visitation and observation on the part of the teachers, especially in the homes of the educationally deprived children and in other schools operating successful Title I programs, and

. more extensive use of materials, equipment, and techniques.

The schools were asked for follow-up information concerning their staff development programs in their annual evaluation reports. The items stated above reflect objectives and methods described in project proposals; Table 43 is derived from the inservice experiences and objectives actually carried out and reported in annual evaluations.

TABLE 42. METHODS OF INCREASING AND DEVELOPING STAFF
Stated in Project Proposals

NUMBER	ITEM DESCRIPTION	STATE PERCENTAGE	RANK ORDER							
				1	2	3	4	5	6	7
01	Use of Present Staff	39%	Cl	A	D	B	C	F	E	
			%	45	45	35	30	30	25	
			Reg	2	3	7	1	4	6	5
			%	45	45	45	40	40	30	20
02	Employ Additional Personnel	66%	Cl	E	D	F	A	B	C	
			%	80	65	65	60	50	45	
			Reg	7	1	3	2	6	4	5
			%	80	75	75	60	60	50	35
03	Personnel Administering Program	23%	Cl	A	F	B	D	C	E	
			%	35	30	25	20	-	-	
			Reg	5	2	7	-	-	-	-
			%	75	30	20				
04	Orientation to Develop Teacher Competency in Working with Educationally Deprived Children	36%	Cl	A	D	B	C	F	E	
			%	55	40	35	30	30	25	
			Reg	5	7	4	3	6	1	2
			%	65	45	40	35	30	25	25
05	Inservice Training	69%	Cl	A	B	C	E	D	F	
			%	80	75	70	60	50	50	
			Reg	5	1	4	3	6	2	7
			%	95	75	70	65	65	60	60
06	Workshops and Conferences	47%	Cl	E	A	D	C	B	F	
			%	65	50	50	40	35	35	
			Reg	5	1	3	4	2	6	7
			%	95	50	50	45	35	35	35
07	Consultant Services	37%	Cl	A	C	B	D	F	E	
			%	70	45	35	30	25	20	
			Reg	5	2	4	3	6	7	1
			%	65	50	45	35	30	30	25

TABLE 42(continued) METHODS OF INCREASING AND DEVELOPING STAFF
Stated in Project Proposals

NUMBER	ITEM DESCRIPTION	STATE PERCENTAGE	RANK ORDER							
				1	2	3	4	5	6	7
08	Development of Instructional Media and Visual Aids	18%	Cl	E	-	-	-	-	-	-
			%	20						
			Reg	3	4	-	-	-	-	-
			%	30	20					
09	Faculty Staff Meetings	15%	Cl	E	-	-	-	-	-	-
			%	25						
			Reg	7	-	-	-	-	-	-
			%	30						
10	Special Teacher or Committee to assist Faculty in Program	29%	Cl	A	B	D	C	F	E	
			%	45	35	30	25	25	-	
			Reg	5	4	6	2	1	3	7
			%	65	35	30	25	20	-	-
11	Evaluation	20%	Cl	D	F	C	A	B	E	
			%	25	25	20	-	-	-	
			Reg	5	6	-	-	-	-	-
			%	65	25					
12	Broader Use of Materials, Equipment, Techniques	18%	Cl	F	E	-	-	-	-	-
			%	25	20					
			Reg	5	-	-	-	-	-	-
			%	65						

TABLE 43. OBJECTIVES OF INSERVICE TRAINING PROGRAMS
Stated in Evaluation Reports

NUMBER	ITEM DESCRIPTION	STATE PERCENTAGE	RANK ORDER 1	2	3	4	5	6	7
14	Coordination of Title I Program With Total School Program	19%	A	F	-	-	-	-	-
			45	20					
15	Orientation of Project Staff	79%	B	A	E	D	F	C	
			100	95	85	75	70	65	
16	Broader Use of Materials, Equipement and Techniques	74%	B	A	D	F	C	E	
			90	85	80	70	65	65	
18	Upgrade Evaluation Skills of Staff	18%	B	A	C				
			45	30	20				
19	Use of Coordinators and/or Supervisors	32%	B	A	D	E	F	C	
			75	50	30	25	25	20	
20	Understanding of Program and Pupils	55%	B	A	F	E	D	C	
			75	65	60	55	50	35	
22	Inservice Workshops Within District	48%	A	D	B	C	E	F	
			60	55	45	40	40	40	
23	Consultant Services	48%	B	A	D	F	E	C	
			75	70	50	45	40	25	
24	Inservice Instruction in Methods and Use of Equipement and Materials	73%	A	B	E	D	F	C	
			90	90	75	70	65	60	
26	Conferences and Meetings Outside the District	41%	B	A	F	D	E	C	
			60	50	45	40	35	30	
27	Faculty or Staff Meetings	68%	B	D	A	E	F	C	
			90	75	70	70	60	50	
31	Visits by Teachers to Other Schools with Successful Programs	23%	B	D	E	F	C	A	
			35	30	20	20	18	-	
33	Evaluation of Program	26%	B	A	C	D	F	E	
			45	30	30	25	20	17	

Of the objectives for staff inservice training proposed in the applications, a significant change took place during the course of the program. Whereas 36 percent of the schools proposed orientation of the project staff (Table 42 Item 4) as an objective, Table 43 shows that 79 percent of the schools reported this as an objective of the inservice activities they conducted during their Title I projects (Item 15). This may reflect the realization on the parts of local school officials of the necessity for clear understanding of the characteristics and needs of educationally deprived children. In addition, understanding of the program and of the pupils (Item 20) was mentioned as an objective by 55 percent of the schools in their evaluation reports.

The second most frequently mentioned objective in the evaluation reports was that of more extensive use of materials, equipment, and techniques (Item 16) which occurred in 74 percent of the projects. This objective was originally proposed by only 18 percent of schools. Again, this change may reflect the necessity of organized instruction for the appropriate project staff members in utilizing the Title I equipment and materials. Several objectives of inservice training were reported on the annual evaluations that had not been mentioned in the proposals, such as the coordination of the Title I program with the total school program (Item 14), and the improvement of the evaluation skills with the project staff (Item 18).

With regard to the methods of achieving the objectives listed in their evaluations, there existed some consistency between project proposals and evaluation reports. Inservice instruction in the methods and use of materials and equipment (Item 24) was carried on by 73 percent of the schools. Faculty or staff inservice meetings (Item 27) were held by 68 percent of districts, and consultant services (Item 23) were used by 48 percent of schools. Also of significance were

- inservice workshops within the district (Item 22)--48 percent,
- use of coordinators or supervisors (Item 19)--32 percent,
- conferences and meetings outside the district (Item 26)--41 percent
- visits by teachers to other schools with successful programs (Item 31)--23 percent, and
- evaluation of the program (Item 33)--26 percent.

Inspection of the data on Table 43 indicates that school districts in Classes A and B gave greatest attention to staff development, or at least to the reporting of it in annual evaluations. Class D school districts followed closely in frequency of statement of these items. The small rural districts tended consistently to be at the lower end of the rank order distribution.

The plans stated for staff development in the project proposals appeared to have been adequately put into effect according to the evaluation reports. The two sets of data seem to be fairly commensurate.

A variety of methods to upgrade the skills and competencies of staff were reported by the field consultants. On the local level, regular and intensive inservice was conducted for staff, especially beginning teachers. Subject area specialists met with staff on some occasions, and gave demonstrations at other times. Staff members were encouraged to attend summer institutes and to visit other programs as a means of broadening their knowledge and skills. In one district teacher aides were sent to a two-week course on visual aids and operation of equipment. A few weaknesses were also noted. Some inservice turned out to be no more than paid faculty meetings. Also, inservice was reported ineffectual when it was restricted to techniques rather than program philosophy.

MEASURING INSTRUMENTS

The following list is a summary of the most frequently used instruments, including standardized achievement tests, by grade span:

1. Pre-Kindergarten/Kindergarten

   Observer Reports
   Readiness Tests
   Checklists
   Teacher-made Tests
   Intelligence Tests

2. Grades 1-3

   Standardized Achievement Tests
   Observer Reports
   Teacher-made Tests
   Checklists
   Tape Recordings

3. Grades 4-6

   Standardized Achievement Tests
   Observer Reports
   Teacher-made Tests
   Conferences
   Checklists

4. Grades 7-8

   Observer Reports
   Standardized Achievement Tests
   Teacher-made Tests
   Conferences
   Checklists
   Questionnaires

5. Grades 9-12

   Observer Reports
   Standardized Achievement Tests
   Teacher-made Tests
   Conferences
   Anecdotal Records
   Case Histories
   Questionnaires

A more detailed treatment of numbers and percentages of school districts using various types of measurement instruments and evaluative devices, for both skill development areas and attitudinal areas, is presented in Tables 49 and 50.

With regard to standardized achievement tests, the ones most commonly used in grades 1 through 6 were

- Iowa Tests of Basic Skills,
- California Achievement Tests,
- Gray-Votaw-Rogers General Achievement Tests,
- Metropolitan Achievement Tests,
- Science Research Associates' Achievement Series, and
- Stanford Achievement Tests.

For grades 7 through 12 the only variation from theses six most commonly used tests was the substitution of the SRA TeAch Battery and the Iowa Tests of Educational Development for the SRA Achievement Series. The other five achievement tests were used at the secondary level as well as the elementary.

This pattern of use of standardized tests did not appear to vary among classes. In fact, there was no discernible variation by class on any of the measurement instruments or evaluation devices listed above.

ANALYSIS OF EFFECTIVE ACTIVITIES AND SERVICES

Most Effective Project Activities. The staff of the Division of Compensatory Education, based upon information collected and observations made, selected the five types of activities and services which had been most effective in accomplishing objectives for each of the early years, the middle years, and the teen years. These activities and services are listed in Table 44.

TABLE 44. EFFECTIVE ACTIVITIES AND SERVICES, by Grade Span

Early Years (Preschool-Grade 3)	Middle Years (Grades 4-6)	Teen Years (Grades 7-12)
Health and Welfare	Reading Instruction	Counseling
Cultural Enrichment	Counseling	Cultural Enrichment
Oral Language Development	Physical Education	Library Services
Home Visitations	Library Services	Physical Education
Reading Instruction	Health and Welfare	Tutoring

With regard to the six classifications of school districts, these activities and services tended to be the most effective ones for all classes. Since more emphasis was given to reading instruction in the smaller rural school districts in proportion to other activities and services, it is likely that a greater degree of effectiveness should be attributed to reading instruction in the small districts than in the large ones. Counselors were harder to secure for the smaller districts, thus diminishing the relative effectiveness of this service in small districts. However, the guidance service was still judged to be one of the five most effective for middle and teen years in all classifications.

Strengths and Weaknesses of Effective Activities and Services. The kinds of successes and problems reported by local school officials for all these activities and services were similar, although there were some unique features. Health and welfare services were generally successful in that districts were able to secure supplies, food, and clothing and to administer them to the children. In some instances there were problems involved in obtaining qualified staff members, especially nurses and visiting teachers, but many of the school districts were able to provide some of these services through their regular staff. Others already had special personnel, and a substantial number were able to engage the specialists proposed.

Cultural enrichment experiences and oral language development activities for the early years (largely preschool programs) were not generally hampered by the problems of staffing and facilities which other types of activities encountered. Many of these were conducted during the summer months when staff and facilities were available. Cultural enrichment activities for the teen years were limited by lack of imaginative ideas for the planning of experiences which would benefit children of this age group. Some of these activities experienced problems of scheduling and organization, since they frequently involved field trips outside the school for secondary students in departmentalized classes.

Home visitation services strengthened the Title I programs considerably through providing, or extending, contacts with parents and communication with home and community. School districts encountered problems in securing qualified visiting teachers or social workers, although some of these services were considerably strengthened through the use of aides.

Reading instruction was hampered most significantly by the unavailability of specially trained reading teachers. Most districts used teachers qualified in elementary education or in language arts, and provided inservice development for them locally or through colleges and universities. Among the strengths of reading instruction activities were the provision of abundant instructional supplies and equipment and the opportunities for teachers to devote more time to working with pupils on an individual basis. A pervasive problem was the lateness of arrival of materials and equipment. Scheduling presented problems in some instances, but in most cases the schedules were worked out for pupils to attend special classes. As in some of the other activities, teacher aides were used successfully in a number of school districts to assist in the reading classes.

Counseling services were seriously restricted in school districts which had not had a counselor before the advent of Title I. In those which already had a counselor on the staff (more typically in the large and medium-sized districts) the provisions of Title I strengthened the guidance services by providing measurement materials, additional personnel (both professional and non-professional), and inservice development for teachers. The counseling and guidance components in school districts contributed substantially to the evaluation of the Title I programs.

Some school districts had difficulty in locating qualified physical education instructors. Others, using existing staff or adding staff members, were able to provide a well-organized program of physical education and physical fitness, especially for elementary school children. This was a considerable improvement over the self-contained classroom approach to physical education in some school districts. Another strength was the coordination of these activities with health services.

Library programs were hindered to some extent by the unavailability of qualified personnel and to a great extent by the inability to secure materials ordered until late in the year. Successes achieved were the use of library aides, the provision of more adequate facilities, and the increased use of the library as a central aspect of the learning environment. Scheduling presented a few minor problems.

Tutoring and after-school study centers were handicapped by lack of student interest in some cases and by unavailability of qualified personnel in others. Strengths in these activities lay in the individualization of instruction provided for many students, in the extended use of school materials and facilities beyond the usual school day, and in the integration of library materials into a number of different subject areas.

Evaluation may be described as both a strength and a problem which pervaded all of the activites and services described above. It was a strength in that Title I programs brought an emphasis upon evaluation which had not existed before in many districts, and resulted in the invention of ways of obtaining meaningful feedback information. It was a problem in that many school districts were limited in their capability for evaluation and in that there were not available adequate measurement instruments for a number of significant aspects.

Problems in securing qualified staff and the lateness of arrival of materials were also dimensions which cut across most of the activities and services listed above. In a number of cases these problems caused a delay in the implementation or in an actual curtailment or deletion of the activity or service.

Emphasis Upon Prevention in Elementary Schools. A study was made of the grade-spans selected by local school officials as the target group for their Title I projects. The results of the study indicated that every school district in the sample provided a Title I program for grades 1 - 8, but only 55 percent of districts had a program for students in grades 9 - 12. As Table 45 illustrates, all school districts in Class A provided programs for grades 1 - 12, but the proportion of districts providing programs for all grades decreases regularly moving down the classification scale. More than half of Class E districts and those in small cooperatives dealt with grades 1 - 8 only.

TABLE 45. INVOLVEMENT OF ELEMENTARY AND SECONDARY GRADES IN TITLE I

	ELEMENTARY AND SECONDARY GRADES 1-12	ELEMENTARY GRADES 1-8
A and AF	100%	----
B	58%	42%
C	52%	48%
D	54%	46%
E	55%	45%
Small Cooperatives	37%	63%
TOTAL	55%	45%

There are several factors which probably contributed toward this emphasis upon the elementary and junior high school levels:

- high schools tended to have lower concentrations of educationally deprived children than did elementary schools,
- there are more elementary schools than secondary schools,

- a few of the rural districts have elementary schools only,
- high schools tend to serve a larger geographic area, thus reducing the percentage of educationally deprived children in the enrollment, and
- the Division of Compensatory Education encouraged local planners to stress preventive strategies rather than corrective or rehabilitative approaches.

Looking at involvement of grade spans from the standpoint of numbers of pupils participating, Table 46 shows that school districts in every classification involved in their projects almost twice as many children in grades 1 - 6 as they did in grades 7 - 12. This was true for direct participants listed in project proposals as well as for the combination of direct and indirect participants reported in the annual evaluations.

TABLE 46. PUPILS PARTICIPATING IN TITLE I PROGRAMS, ELEMENTARY AND SECONDARY LEVELS

	PROJECT PROPOSALS		EVALUATION REPORT	
Class	Pupils in **Grades 1-6**	Students in **Grades 7-12**	Pupils in **Grades 1-6**	Students in **Grades 7-12**
A	**54,868**	**34,950**	**96,483**	**46,755**
B	**10,318**	**3,608**	**23,123**	**11,871**
C	**26,514**	**12,924**	**57,107**	**38,585**
D	**88,815**	**50,420**	**136,982**	**67,419**
E	**20,332**	**13,318**	**25,277**	**14,722**
AF	**12,724**	**6,098**	**22,061**	**14,162**
CF	**3,901**	**1,370**	**5,357**	**1,765**
DF	**16,568**	**9,787**	**23,611**	**13,268**
EF	**10,102**	**5,236**	**13,578**	**6,172**
TOTAL	**244,142**	**137,711**	**403,579**	**214,719**

An analysis of the range of grade spans covered in Title I projects for each class showed considerable variation. Figure M depicts graphically the percentages of projects which treated each of the grade spans listed in the key. Most projects dealt either with grades 1-12 or 1-8; relatively few were limited to grades 1-6.

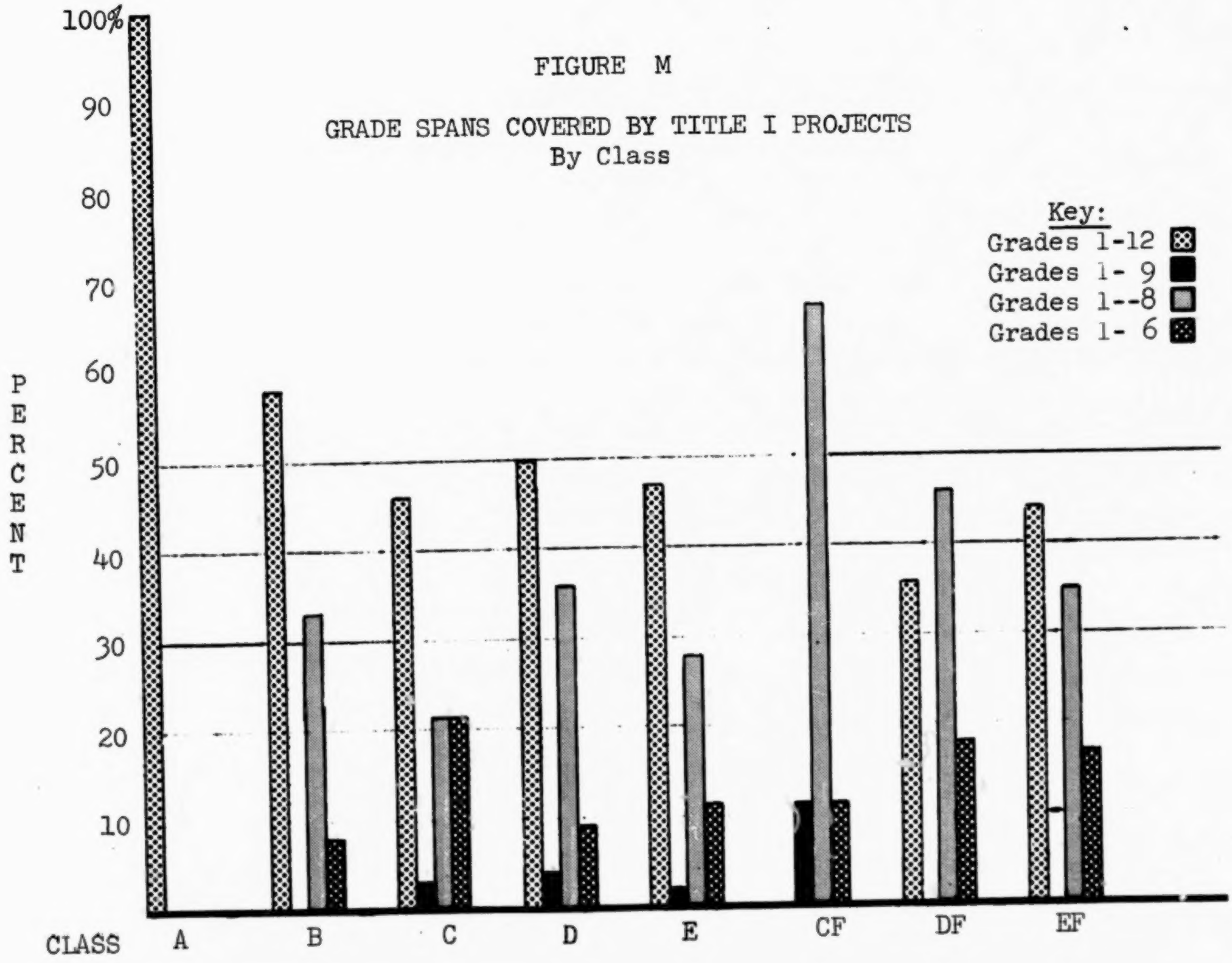


FIGURE M

GRADE SPANS COVERED BY TITLE I PROJECTS
By Class

Evidences of Pupil Growth. In order to judge the effectiveness of Title I projects in local school districts, the guidelines for evaluation required local school officials to report evidences of pupil growth for each discrete activity or service in the program. The kinds of statements made by local school officials in their annual evaluation reports, based upon the best evidence available to them, are summarized in Table 47 . It can be seen that improved reading skills (Item 14) and increased interest in school (Item 45) were stated most frequently on a statewide basis. They were stated more frequently by districts in Classes A and B than by other classes, and slightly more frequently by Region V than by other regions; however, the frequency of occurrence for all classes and regions was consistently high. Statements of improvement in pupils' health status, overall achievement, interest in reading for pleasure, attendance, self-concept, and social adjustment were made by a substantial number of districts. Most frequent statements of these items were made by districts in Classes A, B, and D. There did not appear to be any strong trends by region.

TABLE 47. EVIDENCES OF PUPIL GROWTH
Stated in Evaluation Reports

NUMBER	ITEM	STATE PERCENTAGE	RANK ORDER	1	2	3	4	5	6	7
1	Improved Reading Skills	63%	Cl	B	A	E	F	C	D	
			%	75	70	70	60	55	55	
			Reg	5	2	4	6	1	3	7
			%	80	70	70	60	55	50	50
2	Improved Overall Achievement	30%	Cl	A	B	D	C	E	F	
			%	50	35	30	25	25	20	
			Reg	4	5	6	7	1	2	3
			%	35	30	30	30	25	25	25
3	Better General Health	35%	Cl	A	B	D	E	C	F	
			%	60	60	50	25	20	20	
			Reg	3	7	1	4	2	5	6
			%	55	40	35	35	30	30	20
4	Increased Reading for Information and Pleasure	32%	Cl	B	A	D	C	E		
			%	60	40	40	30	25		
			Reg	2	3	6	7	1		
			%	40	40	35	35	30		
5	More Positive Self-Image and Social Concepts	32%	Cl	A	B	D	E	C	F	
			%	70	60	30	25	20	20	
			Reg	2	4	6	3	1	5	7
			%	40	40	35	30	25	25	25
6	Resolution of Social and Behavioral Problems	17%	Cl	A	C	F	-	-	-	
			%	40	20	20				
			Reg	5	6	-	-	-	-	
			%	25	20					
7	Improved Social Adjustment of Pupils	27%	Cl	A	B	D	C	E		
			%	45	45	30	25	20	-	
			Reg	5	2	7	4	6	3	
			%	50	30	30	25	25	20	-
8	Improved Attendance	46%	Cl	B	A	D	E	F	C	
			%	60	55	45	45	30	25	
			Reg	3	5	1	7	2	6	4
			%	65	65	45	45	40	40	25

TABLE 47 (Continued) EVIDENCES OF PUPIL GROWTH

NUMBER	ITEM	STATE PERCENTAGE	RANK ORDER							
				1	2	3	4	5	6	7
9	Increased Interest in School, and Better Attitudes	65%	Cl	A	B	C	E	D	F	
			%	80	75	65	65	60	50	
			Reg	2	5	7	1	3	6	4
			%	70	70	70	65	65	50	45
10	Improved Language Arts Skills	14%	Cl	-	-	-	-	-	-	
			%							
			Reg	3	4	-	-	-	-	
			%	25	20					
11	Better Ability to Communicate Ideas and Information	14%	Cl	B	A	-	-	-		
			%	45	25					
			Reg	4	7	-	-	-	-	-
			%	35	20					
12	Improved Command Of Spoken English	13%	Cl	A	-	-	-	-	-	
			%	30						
			Reg	3	4	-	-	-	-	-
			%	35	35					

GENERAL ANALYSIS OF EFFECTIVENESS OF TITLE I

Title I programs in Texas schools were in operation for only a few months during the school year 1965-66. Although rigorous evaluation of outcomes was required, it is not reasonable to expect conclusive results of the programs at so early a point. Raising of questions, identifying leads, formulating hypotheses--all of these can reasonably have been expected. But the kinds of conclusions which can come only from carefully designed, scientific research will have to wait until at least a full year has elapsed. Most of the first year was devoted to obtaining information about the program, planning projects, getting them into operation, trying new approaches, obtaining staff and materials, and developing evaluation procedures. Even for many of those projects which got into operation early in the year there had not materialized adequate evaluation procedures--setting of baselines, selection of criteria for measurement, developing methods of collecting relevant data. Areas such as reading instruction, with ready-made measurement instruments and criteria available, naturally fared much better in evaluation than did such endeavors as enhancing the pupil's self-concept or stimulating his interest in school.

However, within the framework of this reservation, it is possible to make several relatively solid observations, some based upon the experience and judgment of professional educators, others based upon reliable pieces of educational research. The law requires that annual assessment be made of the increased learning opportunities for educationally deprived children and of the effects of Title I programs on learning outcomes of these children.

Increased Educational Opportunities. Throughout this report, and in all evaluation reports received from local school districts, are described manifold developmental opportunities for educationally deprived children which were not available to them before the advent of Title I. Generous supplies of stimulating materials and media were brought into classrooms to engage interest and enhance the educational development of deprived children. Although there was a general shortage of professional staff in the State, many districts were able to secure additional staff members and assign them to small groups of educationally deprived children to give them individualized attention. In other cases, extant staff members were reassigned to set up special classes. Libraries were expanded, innovative strategies were employed, staff members were made more fully aware of the needs and interests of deprived children, health and nutritional problems were ameliorated, opportunities were made available to preschool children and out-of-school youth, some new facilities were provided for learning centers, staff and facilities were utilized after school and during the summer, and the empathy of community, school staff, and parents was directed toward educationally deprived children. For the first time in their lives many of them found someone really trying to do something to help them personally, to give them a friendly boost. While these increased learning opportunities do not guarantee learning outcomes, they are necessary and prior conditions for optimal development of pupils. It is reasonable to assume that, given better and broader opportunities, and given a greater focus of community and school attention on the needs of these children, increased learning and development are likely to occur.

Expanded Experiences. Many of the Title I projects provided for children experiences which they had never had before--simple, everyday experiences for most middle-class children, but entirely new to the child whose experiential background has been restricted to the neighborhood in which he lives. Many of these children were taken on field trips to farms or to parts of a city which they had never seen.

Perhaps even more important than the exposure of the child to physical environments which he had not previously experienced was the introduction into his social environment of elements which were not common to him--an interested adult who understood him and encouraged him to express his real self, an accepting peer group within which he could do something well and receive recognition, and opportunities for meaningful interpersonal contacts, for verbal interactions, and for exchange of affect. Both of these means of expanding experiential background--exposure to new environments and enhancement of perception of self and others--contributed to the educationally deprived child's becoming a more real person.

Heightened Achievement. A pupil's achievement is expressed in many ways other than scores on standardized measurement instruments. While achievement as reflected by improved performance on standardized tests was reported by many local school districts, pupil achievement was noted in other areas of behavior and by other means of observation as well. Teachers, educational specialists, aides, parents, and the pupils themselves made observations of changes in pupil performance over a period of time. Consultants from the Texas Education Agency, visiting in classrooms of Title I programs, were shown evidences of progress made by pupils in academic areas, in the arts, and in social adjustment. Evaluation reports from local districts contained anecdotal records of teachers' observations of pupil growth, case histories citing growth in various areas of accomplishment, and results of teacher questionnaires indicating that pupil achievement had been raised. Submitted to the Evaluation Section were tape recordings depicting changes in pupils' ability to handle spoken English, movies showing growth in physical coordination and personal grooming, examples of objects of art created by pupils, samples of pupils' writing, and testimonies of pupils and parents. There is no doubt that pupil achievement was heightened in many instances, in areas of behavior far beyond the traditional academic subjects.

Attitudes and Interests. Title I projects were not--in fact, could not have been--restricted to cognitive development. Many school districts stated objectives dealing with development of more viable self-concepts, raising of levels-of-aspiration, redirecting of attitudes, and broadening of interests. Reported in the annual evaluation reports were teacher observations, anecdotal records, case histories, questionnaires, and counselor's case notes illustrating attitudinal changes in pupils. Consultants of the Division of Compensatory Education, through on-site visits to classrooms, frequently observed high levels of interest and application of pupils, increased feelings of self-worth as a result of new clothing or special attention, and a kind of blossoming of spirit in pupils who, it appeared likely, had previously been submissive and withdrawn. In some cases, consultants were told by teachers that a particular pupil would not participate at all when the program began, and that subsequently he was almost too eager to talk and interact, or that another pupil had begun to give attention to his clothing and grooming. Many teachers reported that pupils who had always been apathetic and passive had begun to take a lively interest in schoolwork and to ask for things to do. The total configuration of Title I activities and services--new kinds of experiences geared to the interests and learning modes of educationally deprived children, varieties of materials and other psychological stimuli, enlisting support of parents and heightened encouragement at home, special attention coupled with the feeling that someone cares, and opportunities to perform successfully and receive recognition--appear to have contributed substantially to the enhancement of interest and the redirecting of attitudes for many educationally deprived children.

There is no doubt that much has been accomplished, although in many cases only a beginning has been made. Success was not achieved with every educationally deprived pupil, of course. Many of them, particularly those already in their teens, were difficult to reach and it was not easy for them to change strongly conditioned behavioral patterns, both cognitive and affective. But it is anticipated that with more time, with further opportunities to try new approaches and evaluate them, with increased staff competencies through inservice, and with broader opportunities for pupils to learn through interacting with each other, continued progress will be made in providing learning opportunities, in expanding experiential background, in raising achievement levels, and in developing wholesome attitudes and interests of educationally deprived children.

STATE SCHOOLS FOR HANDICAPPED CHILDREN

Operation and Services. The Texas Education Agency provided services to the special State schools in Texas very similar to those provided for local school districts. The major difference in service was a very important one, however. Since the original law concerning schools eligible for Title I funds contained no provisions for state-supported schools, the Deputy Commissioner of the Texas Education Agency, in conjunction with the administrators of the Texas Department of Mental Health and Mental Retardation, secured permission from the U. S. Office of Education for the inclusion of these special schools in the Title I program. All of the resident children in these schools were eligible for participation in Title I activities. The following institutions were thus included in Title I:

- *Austin State School, Austin, Texas.* There were approximately 694 children participating directly in Title I programs, although many more received fringe benefits in the use of equipment, renovated facilities, and new materials and supplies. This school primarily serves the mentally retarded, including multi-handicapped students, such as the blind and/or deaf retarded and the orthopedically handicapped mentally retarded.

- *Travis State School for the Blind*, Austin, Texas. This school involved 150 ungraded, special education students in Title I programs. Because of the late date of application and approval (April), no programs were in operation until June; however, personnel were hired, equipment ordered, and various activities planned during the interim period.

- *Texas School for the Blind, Texas School for the Deaf, and Texas School for the Blind and Deaf*, Austin, Texas. These schools planned to enroll 227 children, 586 children, and 127 children respectively in their Title I programs. Again, the programs were not funded until late in the school year (May), and neither staff nor equipment could be secured in time to work with the students. Both schools formally initiated their activities in summer programs.

- *Denton State School, Denton, Texas.* This school involved 127 mentally retarded children in the Title I program, which was in operation for only six weeks of the regular school year because of late funding. The program reached a full complement of 570 students in its summer operation.

- *Abilene State School, Abilene, Texas.* Title I activities for 300 mentally retarded children were initiated here in late April. The program continued into the summer.

- *Lufkin State School, Lufkin, Texas.* This school involved 59 handicapped students in Title I activities initiated in a summer program, again because of the late date of application and approval.

- Mexia State School, Mexia, Texas. A total of 224 mentally retarded children participated in Title I activities initiated this past summer.

Dissemination of Information. The methods used for the dissemination of data by the State schools among themselves were similar to those used by public schools. In addition to the Texas Department of Mental Health and Mental Retardation which serves as the center of incoming and outgoing information from the various State schools, this Department has a central service office through which relevant data may be distributed.

A major increase in inservice activities, made possible by Title I, facilitated exchange of information and ideas by the staff of State schools. Inter-visitation days, during which appropriate staff members from one school visited the programs of other schools, were noted as extremely beneficial. New ideas and subsequent plans for activities of specific types of mentally retarded and handicapped children were shown to the visiting personnel; information discussions ensued on the rationale of an activity and its apparent effects.

Correspondence among various staff members dealing with like groups of children or similar activities also constituted a major method of inter-school dissemination. Curriculum guides, reports, and general information on various programs were exchanged in this manner.

The methods used in disseminating data to the Texas Education Agency by these special schools was much the same as would be expected for public schools. Reports were submitted to the Agency directly, such as the Title I Annual Evaluation Report, and indirectly, having been first submitted to their respective superintendents.

Evaluation. The same guidelines sent to local school districts were sent to special State schools. The same personnel in the Texas Education Agency served these special schools that were available to local school districts.

Major Problem Areas of State Administration. The only problem encountered by the Texas Education Agency in administering the Title I program with regard to the State schools was of a general nature, pervading all of the given categories. Because of the relatively small number of State schools involved, and, more importantly, the special types of students involved, their Title I programs and evaluations were of a distinct and somewhat esoteric nature. For example, the grade-span method of indicating the number of children involved in a specific activity on the application and evaluation forms was inappropriate to the ungraded system used by many State schools. Differences such as this hindered some of the administrative work in the processing of this information.

Implementation of Section 205(a)(1) of ESEA. Since the special State schools deal exclusively with handicapped children, the children enrolled were by definition educationally deprived. In addition, their special education programs have been well formulated for some years. There were no major problems or misconceptions connected with the planning and implementation of projects in these schools.

Coordination With Community Action Projects. The utilization of Community Action Agencies as a supportive program for Title I projects was almost negligible in the State schools. With one exception, all the schools reported no Community Action Agency operating in their districts. A single school reported that approval had just been received for their Community Action Agency, and that they were in the process of planning their activities for the coming year.

Interrelationship of Title I With Other Titles of ESEA. The only other Title of ESEA employed in conjunction with Title I was Title II. One school reported using Title II funds to purchase supplies, such as reference books and wall maps, to supplement materials purchased under Title I. Most of the schools are planning to employ Title II funds this year for such items as additional books and filmstrips.

The major problem area in implementing conjunctive projects funded by different ESEA Titles seems to have been lack of time. Because of the necessity of obtaining special permission for the State schools to participate in Title I, most of their Title I programs were not approved or funded until quite late in the school year. The major effort was thus expended in an attempt to get such activities into operation as soon as possible. Most of the State schools have included Title II in their plans for the 1966-67 school year.

Cooperative Projects Between Districts. The one cooperative project among the State schools was formed by the Texas School for the Blind, the Texas School for the Deaf, and the Texas School for the Blind and Deaf. The Title I activities and services proposed and approved for each of the members varied according to their respective needs; however, the Business Office of the Texas Education Agency acted as the fiscal agent for the three schools.

Non-Public School Participation. All of the State schools stated in their evaluation reports that there were no non-public schools in their districts.

Supplementary Materials. All publications and guidelines sent to local school districts were sent to special State schools.

The number of similar projects of comparable nature across the Title I programs of the State schools was exceedingly small. An additional factor here was the short period of operation of the initiated projects; although pretests had been administered in the few comparable activities, no posttests had been administered in these activities at the time of the schools' evaluation reports.

Statistical Information. Table 48 summarizes the statistical information for the State schools.

Needs. The retarded and handicapped children in these schools were designated as eligible for Title I participation. Because of their special problems, their needs differ somewhat from those of the educationally deprived children in the public schools. Some of these are:

- Acceptance--These children have a great need to be accepted for what they are. They also need much individual attention, care, and understanding. Since many of these schools employ a large number of non-professional people, inservice training was essential. One principal reported that extensive inservice made possible by Title I had been of inestimable value. Through the acquisition of professional literature and appropriate filmstrips and materials, programs were designed through which personnel could gain a better understanding of the problems and difficulties of the handicapped child. In this way, a more accepting and empathic environment was provided for children who had had extensive experiences of rejection.

- Enrichment Activities--The vast majority of these children have long been isolated from the world outside their schools. By taking the child to the community rather than trying to bring facets of the community inside these school systems, the children dealt with situations as they actually occur, as opposed to setting up ways within the institution to approximate their outside counterparts. For children at appropriate levels, activities such as field trips, public movies, and shopping expeditions were needed. For example, a child going to a public movie was exposed to the processes of taking his turn at the cashier's stand, giving his ticket to the usher and remaining seated quietly, whereas in a movie shown at the school many of these things would have been taken care of for him.

- Physical Education--Most mentally retarded and handicapped children have not had enough organized physical activity, especially that geared to their own needs. Bedfast patients are also very much in need of physical activities appropriate to their level of development and handicapped condition.

- Communication Skills--Many of the children in these schools have rather severe communication problems. Through oral language development programs and activities such as singing, play-acting and drama groups they were helped to express themselves meaningfully and clearly.

Special State School Problems. The principal problem in the implementation of Title I projects in the State schools was lack of time. Most projects were not funded until May, which left very little time for the acquisition of new personnel and for order and delivery of equipment and supplies. Consequently, their summer programs constituted the first complete utilization of new personnel and equipment.

Some schools experienced a lack of qualified applicants for positions such as music teachers, librarians, and mobility instructors (cane mobility for the blind). For those positions which were approved but which still remained unfilled, some schools were not able to offer salaries as high as those of schools in other states.

TABLE 48. STATISTICAL INFORMATION FOR SPECIAL STATE SCHOOLS

Classification 1	Number of LEA's for which Title I Programs have been approved 2	Funds Actually Approved 3	Total of Columns 5,6, & 7 4	Public School Pupils 5	Non-Public School Pupils 6	Pupils Not Enrolled 7	Average Per Pupil Expenditure 8
A							
B							
C	3	$173,251.60	1144	1144			$151.44
D							
E	3	112,134.48	410	410			273.49
EF	3	160,306.00	890	890			180.11
Total	9	$445,692.08	2444	2444			

Prevalent Activities and Services. The most prevalent types of Title I activities conducted in the special State schools were:

- Speech and Hearing Therapy Activities--Most retarded children have major difficulties in communication skills of every type. These difficulties are compounded in our blind and/or deaf students.
- Remedial Reading Activities--These students must have a sound basis in reading before they can progress to higher instructional levels.
- Enrichment Activities--Because of their relative isolation from the world outside their schools, these children have greatly benefitted from field trips, classes in arts and crafts, and music activities. These activities were especially beneficial to the blind and/or deaf students.
- Physical Education Activities--Many adaptive physical education programs have been instituted, each geared to the levels of development of the retarded, handicapped, blind, or deaf students.
- Inservice Activities--Extended meetings, discussion groups, visitations by staffs to other State schools, and professional libraries have all been operated under Title I.
- Mobility Activities for Blind Students--These activities, stressing independent travel, have been prevalent at the several State schools for the blind.

All but one of the State schools for handicapped children participating in Title I programs during the school year also conducted summer projects. Five of these six schools conducted Title I summer preschool activities. The most prevalent types of summer activities conducted in the State schools were similar to those of the public schools. Reading and physical education activities were operated in four of the six schools. Recreational activities, enrichment experiences, and arts and crafts projects were also conducted by these schools. Several types of special activities suited to the needs of their students were also reported, such as training classes for the trainable and sub-trainable mentally retarded and classes for the socially maladjusted.

Innovative Projects. Several innovative activities are presently being planned in these schools, mostly derived from the "trial and error" method that sometimes has to be used to find ways of reaching these children.

An outstanding project observed in its operation was a Remotivation Project for culturally deprived, mentally retarded older boys (Project Number 776). An old one-story building was used for this program which involved 63 boys, many of whom had extensive histories of arrests. (All were borderline defectives with intelligence scores ranging from approximately 47 to 75). Using Title I funded materials, the supervisor and various groups of boys almost completely renovated the building and its yard by themselves, including an activity room, closet space, garden, shrubs and picnic and cookout area. A "physical approach" has been used to reach these boys; led by a man talented in vigorous calisthenics and "masculine" games, they have granted respect and trust to an adult and teacher. These attitudes have been generalized to their other teachers, enabling most students to make satisfactory progress.

This project has attracted much attention, due in part to the very observable changes evidenced. For example, some of the boys now accompany and assist their physical education teacher, a corrective therapist, when he exercises a bedfast child. The child is placed on a table and then the other boys help exercise his arms and legs, following the instructions of their teacher. At the time of an on-site visit to one of the schools, a large and rather rough looking boy was observed standing at the head of the table, with his large hands very gently cradling and moving the head of the small child. His manner was one of the utmost care and tenderness. The principal, noting the observer's interest in the boy at the head of the table, remarked, "That boy has over 29 arrests to his name."

Methods of Increasing and Developing Staff for Title I Projects. Most state schools reported Title I funded inservice projects to have been extremely beneficial. Many schools were able to implement activities that had been bypassed before because of lack of money.

Rooms have been renovated to provide work areas for teachers, and professional libraries have been inaugurated and supplied with relevant literature. Most schools conducted weekly section meetings in reading, arithmetic, and readiness classes. Workshops for teachers of special groups, such as the multi-handicapped, as well as for all staff members were held.

Attendance by staff members at organized functions sponsored by the Texas Education Agency, Texas Elementary Principals and Supervisors Association, International Reading Association, and Summer Institute for School Administrators was another method of increasing staff competency.

Visiting days held at the various State schools were attended by the staffs of the other schools for the demonstration and discussion of new activities and recently developed measurement instruments.

Analysis of Effective Activities and Methods. Because of the ungraded situation in most of the State schools, the grade levels for the most effective projects will be approximated. Many of these schools did not operate projects during the regular school term because of late approval and funding. Those programs initiated were not in operation long enough (one to one and a half months) for complete evaluation. Several excellent programs, such as Mobility Instruction for the blind and mentally retarded child, have since been started, but formal evaluation reports have not been completed by the schools. Some effective activities were:

. Early Years:

(1) Adaptive Physical Education. This type of activity has met with outstanding success for mentally retarded and handicapped children. As the name implies, the classes are

geared to the mental ability and physical development level of the children. It ranges from simple manipulative exercises for the bedfast children to vigorous calisthenics for the oldest boys, with various levels of activities in the intermediate stages. This has been a long neglected area for retarded and handicapped children. They respond well to it because of the intrinsic enjoyment they find in the games and the need of these children to be active (with regard to their usual inability to sit still or pay attention for long periods of time). This has also proved a particularly valuable way of reaching the older retarded boys, many of whom have some history of arrests. These sports activities were planned to be masculine in nature, often opening channels of respect and trust for an adult.

The major weakness was limited amount of funds; if more personnel could be hired, the instructors could train them to assist in leading the groups and organizing the activities.

(2) Readiness Activities. This group of activities served the valuable function of preparing the children for higher levels of instruction. Because mental retardation in many children is not diagnosed as such until they have experienced problems of failure in regular learning situations, they often have to return to the most basic levels of instruction. By stressing the achievement of a sound basis for progressively higher level instruction, a large amount of potential failure and consequent difficulties were avoided.

These programs have been initiated and further expanded under Title I support. Materials, arts and crafts supplies, and good personnel have been acquired. For example, basic reading materials designed especially for the various levels of retardation have been purchased.

The weaknesses are very common to all schools. More personnel and class space are needed; materials, both instructional and evaluative, geared to the abilities of these children, are also needed.

(3) Communication Skills Program. Related activities of reading, writing, and oral expression have been employed to enable the retarded child to express himself. Strengths lay mainly in the enthusiastic and understanding attitudes of the reading teachers and in the newly acquired reading materials geared to levels of mental ability for specific groups of retarded children.

The major weakness in these programs was their late start; most were in operation for only one and a half months. Some equipment and materials were late in arriving, contributing further to the short time of operation.

- Middle Years: These same three related activities, adjusted to the level of ability of the children in this age group, continued to be the most effective types of activities.

- Teen Years:

  (1) Remotivation Projects for Culturally Deprived, Mentally Retarded Boys. One of the most effective projects for older children involved 63 teenaged boys, including 37 on an ungraded basis and 26 who approximated a first-to-third grade level. Most of these boys had been juvenile delinquents, with a number of arrests on their records.

  There were observable strengths in this program. First, an old building was consigned to the project, and the supervisors and various crews of boys completely renovated the building and surrounding grounds (garden, shrubs, picnic area with tables) almost entirely by themselves. The pride of ownership of one's own house and closet has been a major factor in their behavior. Aggressive and destructive behavior has been almost negligible for the past few months, and a member who damaged a part of the house was quickly chastised by his roommates. More than three months have passed without a single run-away; these averaged almost one per day at the beginning of the program. Another influence toward this change in behavior and a certain strength in this program has been the physical approach employed. Vigorous exercises and masculine games, plus the abilities of their physical education teacher, have inspired trust and respect for teachers and adults, both of which attitudes have transferred into their other work. They have learned to operate the equipment used in mowing the lawns and keeping the gardens, valuable trade skills for these boys. In these activities they have learned to follow instructions and they have experienced pride in helping to keep "their" house and yard in beautiful condition.

  The weaknesses in this program lay in the limited number of personnel; more professional and non-professional people (who would be trained by the present teachers) were needed. More books and equipment for their activity room were also needed.

PART III

TABULAR DATA

STANDARDIZED TESTS AND OTHER MEASURES

Table 49 presents a summary of the number of districts that used standardized tests and other measures to evaluate their projects in the various grade spans. Table 50 gives the same information in percentages of school districts. Achievement tests were the most widely used standardized measures in all grades. Teacher-made tests provided another means of measuring skill development. Of the other measures utilized, observer reports were most prevalent for both skill development subjects and attitudinal and behavioral development. Very few school districts used standardized inventories for measuring changes in attitude and behavior. They relied heavily upon other non-standardized devices such as conferences, checklists, anecdotal records, case histories, and teacher ratings. Examples of these other types of evaluative devices are included in Appendix G.

TABLE 49. NUMBER OF SCHOOL DISTRICTS USING STANDARDIZED TESTS AND OTHER MEASURES

SKILL DEVELOPMENT SUBJECTS						ATTITUDINAL & BEHAVIORAL DEVELOPMENT				
Measures	Pre	1-3	4-6	7-8	9-12	Pre	1-3	4-6	7-8	9-12
1. Standardized Tests and Inventories										
a. Achievement	9	194	201	171	99	1	1	1	1	1
b. Intelligence	5	14	12	12	5					
c. Aptitude		3	2	1	3					
d. Interest		1	1				1	1	1	1
e. Attitude		1	1				1	1	1	1
f. Others	4	27	29	25	12					
2. Other Tests										
a. Locally Devised Tests	3	9	9	8	13		1	1	1	
b. Teacher Made Tests	4	39	41	40	27	1	2	3	2	1
c. Others	1	11	10	8	5	1	3	3	2	2
3. Other Measures										
a. Teacher Ratings	2	9	9	7	7	1	16	15	12	9
b. Anecdotal Records	3	16	16	15	9	1	14	15	13	10
c. Observer Reports	15	121	119	106	75	26	129	132	114	78
d. Tape Recordings	1	24	28	26	17		1	1	1	1
e. Checklists	5	17	18	16	8	4	16	16	14	11
f. Case Studies	2	9	10	10	4	2	12	13	12	9
g. Conferences	2	16	17	16	9	2	16	18	16	12
h. Questionnaires	2	11	12	8	6	3	12	13	11	10
i. Inventories	1	5	3	2	2		7	7	5	5

TABLE 50. PERCENT OF SCHOOL DISTRICTS USING STANDARDIZED TESTS AND OTHER MEASURES

	SKILL DEVELOPMENT SUBJECTS					ATTITUDINAL & BEHAVIORAL DEVELOPMENT				
Measures	Pre	1-3	4-6	7-8	9-12	Pre	1-3	4-6	7-8	9-12
1. Standardized Tests and Inventories										
a. Achievement	4.0	87.4	90.5	77.0	44.6	0.5	0.5	0.5	0.5	0.5
b. Intelligence	2.3	6.3	5.4	5.4	2.3					
c. Aptitude		1.4	0.9	0.5	1.4					
d. Interest		0.5	0.5				0.5	0.5	0.5	0.5
e. Attitude		0.5	0.5				0.5	0.5	0.5	0.5
f. Others	1.8	12.2	13.1	11.3	5.4					
2. Other Tests										
a. Locally Devised Tests	1.4	4.1	4.1	3.6	5.9		0.5	0.5	0.5	
b. Teacher Made Tests	1.8	17.6	18.5	18.0	12.2	0.5	0.9	1.4	0.9	0.5
c. Others	0.5	5.0	4.5	3.6	2.3	0.5	1.4	1.4	0.9	0.9
3. Other Measures										
a. Teacher Ratings	0.9	4.1	4.1	3.2	3.2	0.5	7.2	6.8	5.4	4.1
b. Anecdotal Records	1.4	7.2	7.2	6.8	4.1	0.5	6.3	6.8	5.9	4.5
c. Observer Reports	6.8	54.5	53.6	47.7	33.8	11.7	58.1	59.5	51.4	35.2
d. Tape Recordings	0.5	10.9	12.6	11.7	7.7		0.5	0.5	0.5	0.5
e. Checklists	2.3	7.7	8.1	7.2	3.6	1.8	7.2	7.2	6.3	5.0
f. Case Studies	0.9	4.1	4.1	4.1	1.8	0.9	5.4	5.9	5.4	4.1
g. Conferences	0.9	7.2	7.7	7.2	4.1	0.9	7.2	8.1	7.2	5.4
h. Questionnaires	0.9	5.0	5.4	3.6	2.7	1.4	5.4	5.9	5.0	4.5
i. Inventories	0.5	2.3	1.4	0.9	0.9		3.2	3.2	2.3	2.3

SUMMARY OF EFFECTIVENESS OF TYPES OF PROJECTS

Each of the discrete activities and services in both regular term and summer programs of the 222 projects in the representative sample were rated according to

- amount of progress toward the objective of the activity, as reported by the school,
- reliability of this report in terms of the evidence presented to support it, and
- degree of innovativeness of the activity or service.

Judgments were made by consultants of various divisions within the Texas Education Agency. Each consultant was assigned to rate the type of activity or service corresponding to his area of specialization. For example, Fine Arts Consultants rated the activities involving fine arts instruction and Consultants for Guidance and Counseling rated activities dealing with Guidance and Counseling Services. A description of the procedure for rating these activities and services is included in Appendix F.

Tables 51 and 52 present summaries of these ratings. For each type of activity or service reported, the number judged to have made substantial progress, some progress, and very little or no progress is entered in the appropriate column, depending on the raters' judgments of the adequacy of supportive evidence presented as documentation.

The schools were able to measure progress in some types of activities more reliably than in others. For example, the use of standardized achievement tests to measure progress in reading enabled many schools to give substantial supportive evidence for the degree of progress they reported. In contrast, there were a number of schools which did not submit evidence for conclusions they made regarding pupil progress in health and physical education activities during the regular term. However, in the summer health services, there were more schools which did submit evidence of pupil growth, indicating that more systematic measurements of physical development had been utilized.

Table 51 shows that the progress reported for reading instruction activities was much greater than for other activities and services which operated during the regular school term. Health and physical education activities and food and welfare services were rated next greatest effectiveness. In the third position were library services, home involvement activities, and guidance services. However, it is also noted that the greatest number of judgments that progress was impossible to ascertain occurred in reading activities, health and physical education activities, preschool activities, home involvement activities, and library services. Judgments of little or no progress were made in a very small number of cases.

TABLE 51. SUMMARY OF EFFECTIVENESS OF ACTIVITIES AND SERVICES: REGULAR TERM

Activity	SUBSTANTIAL EVIDENCE GIVEN			LIMITED EVIDENCE GIVEN			Progress Impossible To Ascertain	Total Number of Rated Activities
	Substantial Progress	Some Progress	Little or No Progress	Substantial Progress	Some Progress	Little or No Progress		
Enrichment	2	6	0	0	2	0	1	11
Inservice	3	10	0	0	2	1	6	21
Miscellaneous	1	1	1	0	0	0	0	3
Consultative Services	0	2	0	0	1	0	1	4
Central Processing Center	1	0	1	0	0	0	1	3
Remodeling	1	1	0	0	1	0	0	3
Study Centers	2	2	0	0	2	1	2	8
Food and Welfare	21	15	0	0	5	0	5	46
Pre-School	5	12	0	2	3	1	14	37
Home Involvement	15	12	1	1	6	0	13	48
Teacher Aides	5	3	1	0	3	1	5	18
Health and Phys. Ed.	23	17	2	2	31	0	19	94
Academic	3	8	1	0	2	0	2	16
Reading	47	56	1	4	10	1	28	147
Language Arts	5	15	0	1	5	1	7	34
Arts	3	12	0	0	0	0	9	24
Guidance and Counseling	9	12	1	2	3	2	3	32
Library Services	15	23	0	1	7	2	13	61
Materials Center	7	6	0	1	4	0	8	26
							TOTAL	636

TABLE 52. SUMMARY OF EFFECTIVENESS OF ACTIVITIES AND SERVICES: SUMMER

Activity	SUBSTANTIAL EVIDENCE GIVEN			LIMITED EVIDENCE GIVEN			Progress Impossible To Ascertain	Total Number of Rated Activities
	Substantial Progress	Some Progress	Little or No Progress	Substantial Progress	Some Progress	Little or No Progress		
Enrichment	2	3	1	0	3	0	2	11
Aides	2	1	0	0	0	0	2	5
Health and Phys. Ed.	10	11	0	0	3	0	5	29
Language Arts	4	6	1	0	3	0	1	15
Special Education	4	1	0	1	1	0		7
Arts	2	9	0	0	4	0	2	17
Library and Instructional Media	6	16	0	0	3	0	7	32
Pre-School	8	17	0	1	9	1	9	45
Guidance	4	1	0	1	0	0		6
Inservice	3	3	0	0	0	0	3	9
Food	4	8	0	1	2	0		15
Academic	4	11	0	2	4	0	6	27
Miscellaneous	3	2	0	0	1	0	1	7
Home Visits	1	1	0	1	0	0	1	3
Remedial Reading	11	32	2	0	7	2	9	54
							TOTAL	282

All of the evaluation reports for summer projects had not been received at the time the effectiveness ratings were made. Therefore, Table 52 gives only a partial picture of the effectiveness of activities and services provided in the summer. The overall results for summer projects are similar to those on Table 51, on a smaller scale.

A Study of Five Elements Found in Title I Reading Programs. In addition to the above summary of effectiveness of activities, an arrangement was made between the staff of the Evaluation Section and Dr. Wailand Bessent, faculty member of the Research and Development Center in Teacher Education of The University of Texas, to undertake cooperatively an effectiveness study of several different dimensions of reading instruction programs under Title I.

In an effort to make some reliable judgments about the relative effectiveness of different strategies for remedial reading instruction, a study was conducted involving twenty selected school districts participating in Title I during 1965-66. In order to achieve as much consistency as possible in terms of the criterion of effectiveness used, the twenty schools chosen had the following characteristics:

- a special program of reading instruction was offered for grades 4, 5, and 6,
- there were at least 10 pupils participating in each grade,
- the reading sub-test of the SRA Achievement Series was administered on a pretest-posttest basis,
- there were at least 3 months, and not more than 7 months, between administration of pretest and posttest, and
- test scores reported by 16 of the 20 districts in the study included only pupils who participated in the special program of reading instruction; for the other 4 districts the number tested was substantially larger than the number of pupils participating.

The study was designed to provide answers to three basic questions:

1. For each of the following pairs of polar elements, which was the more effective in increasing pupil reading skills?
   - self-contained classroom or special reading class,
   - regular teacher or special reading teacher,
   - use of teacher aides or non-use of teacher aides,
   - reading instruction in isolation or reading instruction operating in a broader language arts instruction context,
   - reading instruction without supportive services or reading instruction as a component in a multiple-service program (guidance, health, food, attendance).

2. Among these five elements, what are the relative contributions made by each to improvement of pupil reading skills?

3. Did the reading instruction programs of longer duration produce greater gains than did those of shorter duration?

For the twenty school districts in the study, pretest, posttest, and gain scores were analyzed by the method of multiple regression for

- 4th grade median scores,
- 5th grade scores at the 25th percentile, the median, and the 75th percentile, and
- 6th grade median scores.

The analysis included

- computation of the mean scores and standard deviations for each of the five groups of scores listed above,
- computation of correlation coefficients between each of the five types of criterion scores and each of the poles of the five program elements (10 items),
- computation of weighting coefficients reflecting the usefulness of each of the five elements for predicting reading gains,
- determination of probability of posttest scores' being dependent upon pretest scores, and
- determination of probability of gain scores' being different for the two polar treatments within each element.

From this analysis, the following conclusions were made:

- there was a strong trend toward greater reading gains for pupils, especially those less severely retarded, who participated in a reading instruction program which was an isolated activity rather than one combined with a language arts instruction program;
- pupils who were not overly retarded when they entered the reading program tended to have greater reading gains when supportive services (such as counseling, visiting teachers, health, and attendance services) were available;
- neither of the above combinations of programs appeared to result in any marked gains for pupils with more severe reading problems;
- average gain for 6th graders was slightly greater than for 5th graders; average gain for 5th graders was slightly greater than for 4th graders (see Tables 12 and 13);

- a trend was observed in which, for low pretest scorers, the group using multiple approaches had about the same posttest scores as did the group using the single element reading instruction approach; however, for the high pretest scorers, the trend approaches a significant difference in favor of the group using the multiple services approach.

ATTENDANCE

The percentage of attendance for Title I area-of-concentration schools are compared with state norms for the past three school years in Table 53. The majority of the percentages reported by Title I schools are slightly lower than the state norms during this span of time. Class differences can be noted: school in rural areas, particularly Class E, reported higher attendance percentages which equaled the State norms in most instances; urban districts, Classes A and B, were consistently lower than the norms.

These State norms are based on attendance data for all Texas schools. A report of the percentage of attendance by grades and grade spans is included in Appendix H. This percentage is the ratio of Average Daily Attendance (ADA) and Average Daily Membership (ADM). The ADA and ADM attendance figures were reported separately for white and Negro students for the school year 1963-64 and 1964-65. This information is not yet available for the 1965-66 school year. As might be expected from knowledge of sub-culture values, percentages of attendance for Negro students were consistently lower than those for white students.

Percentages of attendance* for various periods were studied to determine whether or not attendance had improved. Attendance change scores were computed to show the progress made from one period to another. The percentage of attendance for the later period was subtracted algebraically from the percentage of attendance for the earlier period. This difference was then added algebraically to an arbitrarily selected base of 10 to avoid the use of negative numbers where losses in attendance occurred. Thus, the number 9 and smaller numbers indicate decreases in attendance percentages, while the number 11 or greater indicates increases in percentage of attendance. The number 10 indicated no change. For example, if the algebraic sum is 10.2, then the percentage of attendance increased 0.2 percentage points from the earlier period to the later period.

Comparisons between attendance figures for the second six-weeks and the fifth six-weeks can be made on Table 54. It appears that attendance decreased from the second six-weeks to the fifth six-weeks in all classes and for all grade spans. This trend is further verified in Table 55, which shows that the fifth six-weeks attendance was continously lower for three consecutive years. Substantial gains at the primary levels (grades 1-3) occurred during the second six-weeks while sizeable losses were evident during the fifth six-weeks. The contrast was less noticeable for grades 4-6 and 7-12. One might hypothesize that young children who receive no encouragement from their parents to attend school tend to be absent more after the novelty of the first few months decreases. Older children and teenagers may have better attendance throughout the school year because they are less influenced by their parents and find support from their peers and model adults. Another possible explanation for some of the slight losses in attendance percentages has been suggested by several school superintendents who made concerted efforts to reach children who were poor attenders or who were potential or actual school dropouts. If a child who was not previously in school (in many cases children of transient

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* A study of actual ADM and ADA figures was attempted, but it had to be abandoned because the attendance data in the evaluation reports were not uniformly reported. Only percentage figures were adequately uniform to permit summary of the data.

TABLE 53. PERCENTAGE OF ATTENDANCE FOR TITLE I SCHOOLS COMPARED WITH STATE NORMS

CLASS

	1963-1964			1964-1965			1965-1966		
State Norms	**94*** 	**95**	**94**	**93**	**95**	**94**	**94**	**95**	**94**
A	93	94	93	93	93	92	92	93	92
B	93	94	93	93	94	93	93	94	93
C	93	94	94	93	94	94	93	94	93
D	93	94	94	93	95	94	93	94	94
E	93	95	94	94	95	95	94	95	95
AF	91	93	92	92	93	91	92	93	93
CF	95	94	94	95	95	94	94	94	93
DF	92	93	94	92	94	94	90	94	93
EF	94	95	95	93	95	95	93	94	94
Total	**93****	**94**	**94**	**93**	**94**	**94**	**93**	**94**	**94**
Grade Spans	1-3	4-6	7-12	1-3	4-6	7-12	1-3	4-6	7-12

* Figures in bold type at the top represent percentage of attendance for all schools in the State.

** Figures in bold type at the bottom represent percentage of attendance for all Title I schools.

TABLE 54. PERCENTAGE OF ATTENDANCE FOR SECOND AND FIFTH SIX-WEEKS PERIODS

Class	Grade Span	1963 - 1964		1964 - 1965		1965 - 1966	
		2nd Six Weeks	5th Six Weeks	2nd Six Weeks	5th Six Weeks	2nd Six Weeks	5th Six Weeks
A and AF	1 - 3	94	92	94	92	95	91
	4 - 6	95	93	95	93	95	92
	7 - 12	94	93	93	92	93	91
B	1 - 3	95	92	94	92	95	91
	4 - 6	95	93	95	93	95	93
	7 - 12	94	92	94	92	94	92
C	1 - 3	94	92	94	92	94	92
	4 - 6	94	94	95	93	95	93
	7 - 12	93	93	94	93	95	93
D	1 - 3	94	91	94	92	95	92
	4 - 6	94	93	95	93	95	93
	7 - 12	94	93	95	93	94	93
E	1 - 3	95	92	95	93	95	92
	4 - 6	94	94	95	94	95	94
	7 - 12	95	94	95	95	96	94
CF	1 - 3	95	92	95	93	95	91
DF	4 - 6	96	93	96	94	95	93
EF	7 - 12	95	94	95	94	95	94

TABLE 55. CHANGES IN PERCENTAGE OF ATTENDANCE: 1964-65 TO 1965-66

Class		2nd Six Weeks			5th Six Weeks			Total Year		
		1-3	4-6	7-12	1-3	4-6	7-12	1-3	4-6	7-12
A and AF	N Schools	18	18	18	18	17	18	19	19	19
	Total	184	175	174	162	153	165	183	192	194
	Mean	10.2	9.7	9.7	9.0	9.0	9.2	9.6	10.1	10.2
	Gain-Loss*	+ .2	- .3	- .3	- 1.0	- 1.0	- .8	- .4	+ .1	+ .2
B	N Schools	13	13	12	13	13	12	13	13	12
	Total	138	134	121	119	120	116	129	129	124
	Mean	10.6	10.3	10.1	9.2	9.2	9.7	9.9	9.9	10.3
	Gain-Loss	+.6	+ .3	+ .1	-.8	- .8	- .3	- .1	- .1	+ .3
C	N Schools	34	34	25	34	34	25	34	33	25
	Total	332	349	264	326	345	241	339	325	242
	Mean	9.8	10.3	10.6	9.6	10.1	9.6	10.0	9.8	9.7
	Gain-Loss	- .2	+ .3	+.6	- .4	+ .1	- .4	0	- .2	- .3
D	N Schools	49	49	43	49	49	43	48	48	42
	Total	530	476	417	500	502	430	504	460	435
	Mean	10.8	9.7	9.7	10.2	10.2	10.0	10.5	9.6	10.4
	Gain-Loss	+ .8	- .3	- .3	+ .2	+ .2	0	+.5	-.4	+ .4

E	N Schools	45	46	42	45	48	43	48	48	43
	Total	469	474	441	456	463	390	488	479	429
	Mean	10.4	10.3	10.5	10.1	9.6	9.1	10.2	10.0	10.0
	Gain-Loss	+ .4	+ .3	+ .5	+ .1	- .4	- .9	+ .2	0	0
CF and DF and EF	N Schools	38	37	36	36	37	37	39	39	37
	Total	407	392	382	318	371	373	358	384	353
	Mean	10.7	10.6	10.6	8.8	10.0	10.1	9.2	9.8	9.4
	Gain-Loss	+ .7	+ .6	+ .6	- 1.2	0	+ .1	- .8	- .2	- .6
TOTAL	N Schools	197	197	176	195	198	178	201	200	178
	Total	2060	2000	1799	1881	1954	1715	2001	1969	1777
	Mean	10.5	10.2	10.2	9.6	9.9	9.6	10.0	9.8	10.0
	Gain-Loss	+ .5	+ .2	+ .2	- .4	- .1	- .4	0	- .2	0

* Gain (+) or loss (-) scores are reported in percentage points. A zero (0) indicates no change from 1964-65 to 1965-66.

families) is encouraged to enter school through visiting teacher or attendance services provided under Title I, it is still likely that he will be a relatively poor attender. The result on overall attendance figures for the area-of-concentration school is that this child's presence in school tends to pull the attendance figures down slightly, even though bringing him back into school was an achievement. In other words, the deflated attendance figures could be an artifact of successes in terms of other objectives of the Title I project.

More focused studies of effects of Title I projects upon attendance patterns, dealing specifically with irregular attenders, will be needed in order to draw any definitive conclusions.

DROPOUT RATES

Holding power of schools can be measured by the annual dropout rate. For purposes of this report, a dropout is defined as a pupil who withdraws from school during the regular school year and who does not re-enroll in any school during the remainder of the school year. While it is informative to know the rate of dropouts in a school district, it is most important to study the causes. Knowledge about reasons why children drop out can be used to develop preventive measures. In their annual evaluation reports, therefore, the local school districts were asked not only to report the number of dropouts, but the reasons for dropping out as well.

Figure N depicts graphically the dropout rates by class of schools. Class AF, cooperatives consisting of one large urban district and one or more small neighboring districts, had the highest dropout rate. Only two of these cooperatives reported dropout data; as a result, this rate may be a distorted representation of Class AF. These metropolitan areas stated that most students dropped out of school as the result of these factors: dislike of school experiences, migrant status, employment, marriage, or moving to a new residence with school status unknown. Class B schools, the medium-sized urban schools, had the lowest dropout rate.

Figure O summarizes the dropout rates in each of the seven regions. Among the geographic areas of the State, Region III had by far the greatest dropout rate for both school years, 1964-65 and 1965-66; 41 percent of all dropouts reported for the State were reported by districts in this region. Region III is located in the southern tip of the State where the greatest concentration of Mexican-American migrant families reside. Of the numbers of dropouts reported for this region for each of the two years, an overwhelming majority were listed as migrants. In Table 56 the reasons for dropping out of school are listed in rank order for the State as a whole. Table 57 shows the rank order of reasons, by region, for school year 1965-66. It can be seen in the rank orders for the various regions that the rank order for Region III is almost identical to that for the State. This indicates that the overwhelming numbers of dropouts reported for that region, largely migrant children, have totally controlled the direction of statewide figures.

The reason for dropping out which ranked first for 5 of the regions and second for the other two shown in Table 57 was "New Residence, School Status Unknown." For every region some dropouts were reported for "Reason Unknown." Both of these items suggest that a more effective system of follow-up of school dropouts is needed if school officials are to be aware of the basic causes of dropping out. Beyond these two reasons for dropping out, there did not appear to be any consistent pattern of rank order of reasons within regions.

Schools have long made efforts to hold children in school; under Title I additional resources have been made available for treating the problems that cause many children to leave school. The occurrence of dropouts for such reasons as behavioral difficulty, poor pupil-staff relationships, poor relationships with fellow pupils, and dislike of school experiences

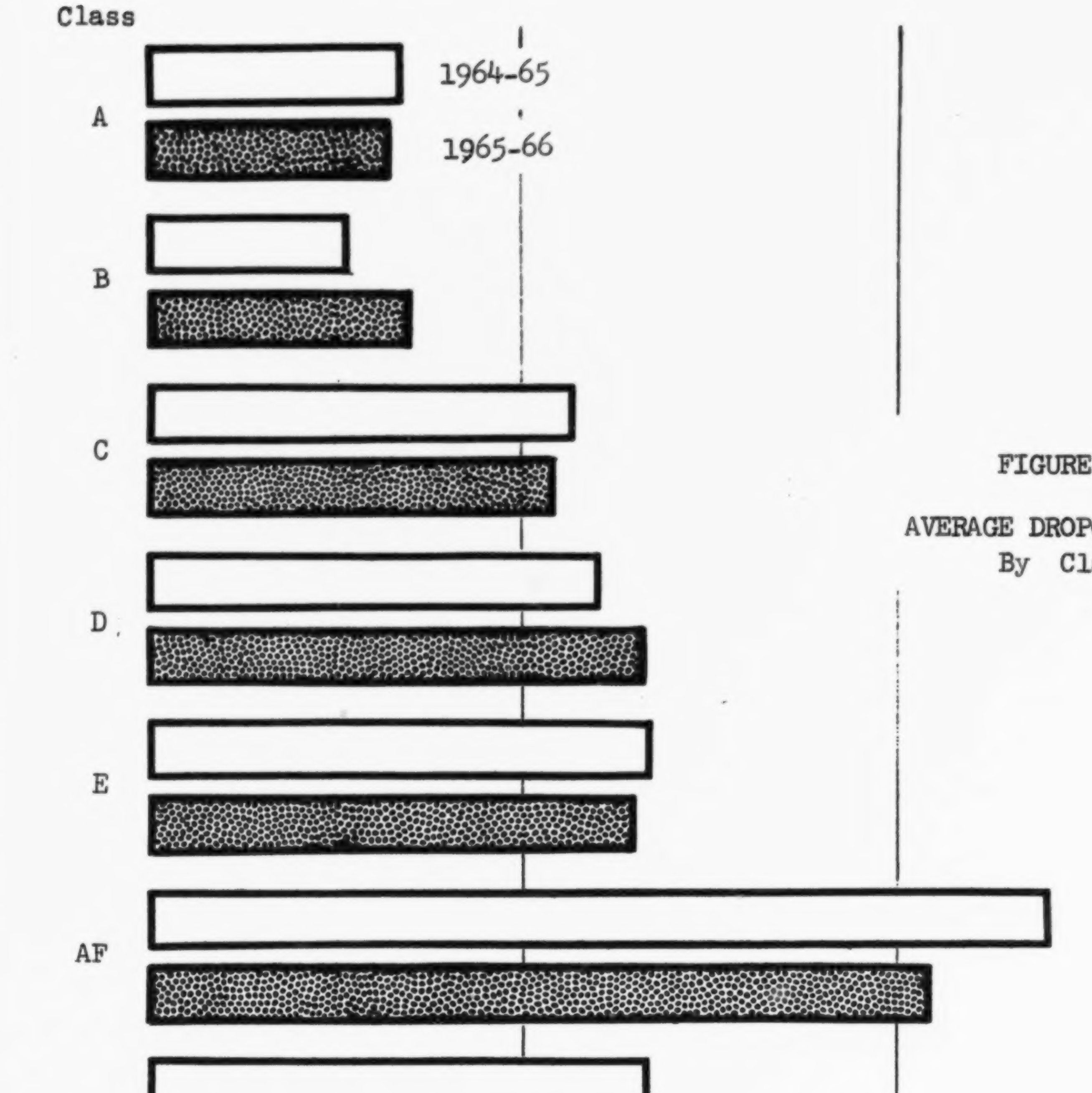

FIGURE N

AVERAGE DROPOUT RATES
By Class

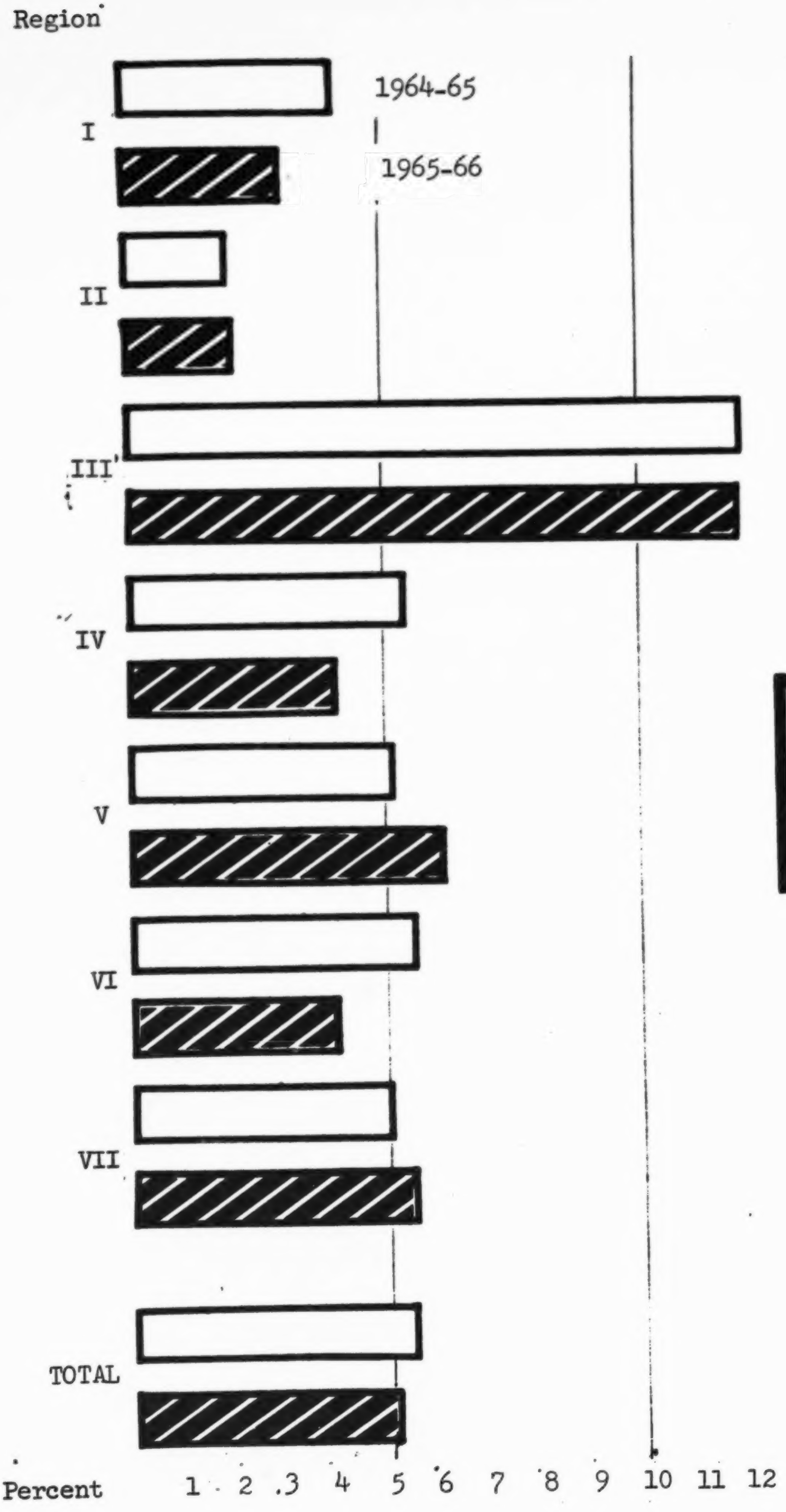

FIGURE 0

AVERAGE DROPOUT RATES
By Region

TABLE 56. RANK ORDER OF REASONS FOR DROPPING OUT FOR STATE

1964-65			1965-66		
Frequency	Reason	Number of Dropouts	Frequency	Reason	Number-of Dropouts
1	20	5647	1	20	5023
2	19	4235	2	19	4710
3	14	1217	3	18	1898
4	18	1163	4	14	1101
5	15	858	5	15	917
6	10	833	6	10	837
7	6	616	7	17	616
8	13	558	8	5	534
9	17	540	9	13	522
10	5	505	10	6	502
11	12	353	11	1	377
12	1	351	12	11	307
13	16	298	13	16	288
14	11	276	14	12	233
15	2	171	15	2	195
16	7	60	16	7	72
17	8	39	17	4	42
18	4	36	18	8	38
19	3	25	19	9	31
20	9	21	20	3	27
TOTAL		17,802	TOTAL		18,170

* Refer to Explanation of Reasons for Dropping Out, page 180.

TABLE 57. RANK ORDER BY GEOGRAPHIC REGION OF THE TEN MAJOR REASONS FOR DROPPING OUT OF SCHOOL, 1965-66

REGION	I	II	III	IV	V	VI	VII
Reasons for Dropping Out*							
Migrant Status	8		1	3	2	10	1
New Residence, School Status Unknown	1	1	2	1	1	1	2
Reason Unknown	2	2	3	5	6	2	7
Employment	5	3	5	2	8	7	4
Marriage	4	5	7	4	3	3	5
Dislike of school Experiences	10	6	6		7	6	3
Other Known Reasons		4	8	6		8	6
Behavioral Difficulty	9	9	10	9		5	9
Economic Reasons	6		4		5	9	
Academic Difficulty	3	8		10	9	4	
Pregnancy	7	10			4		
Physical Disability		7					
Physical Illness			9	8			10
Parental Influence				7			8
Lack of Appropriate Curriculum					10		

* The list of reasons if rank ordered from highest to lowest for the State as a whole. Within each column, the arabic numerals indicate the rank order of the reasons for the region, the numeral 1 being highest.

Explanation of Reasons for Dropping Out*

01 *Physical Illness*--The pupil left school because of a physical illness. This should be verified by a physician.

02 *Physical Disability*--The pupil was excused from school attendance because of a physical impairment or handicap of a permanent or semi-permanent nature. This should be verified by a physician.

03 *Mental Illness*--The pupil was excused or required to leave school because of a mental illness. This should be verified by a psychiatrist.

04 *Mental Disability*--The pupil was excused from school attendance because of insufficient mental ability for successful participation in the educational program of the school system. This should be verified by a psychiatrist or psychologist.

05 *Behavorial Difficulty*--The pupil was required to withdraw from school because of behavioral difficulty.

06 *Academic Difficulty*--The pupil left school or was required to leave because of academic difficulty.

07 *Lack of Appropriate Curriculum*--The pupil left school because the curriculum was not appropriate for his needs.

08 *Poor Pupil-Staff Relationships*--The pupil left school because of poor relationships with members of the school staff.

09 *Poor Relationships with Fellow Pupils*--The pupil left school because of poor relationships with fellow pupils.

10 *Dislike of School Experiences*--The pupil left school because of an active dislike of one or more aspects of his school experiences, other than those expressed in reasons 06-09. Any such area of dislike should be specified on the form.

11 *Parental Influence*--The pupil left school as a result of parental encouragement to do so.

12 *Need at Home*--The pupil left school to help with work at home.

13 *Economic Reasons*--The pupil left school because of economic reasons, including inability to pay school expenses and inability of parents to provide suitable clothing.

14 *Employment*--The pupil left school to seek or accept employment, including employment required to support parents or other dependents.

*D. Schreiber, B. A. Kaplan, and R. D. Strom, *Dropout Studies: Design and Conduct*, Project: School Dropouts, National Education Association in cooperation with the U. S. Office of Education, (Washington, D. C., 1965), pp. 73-74, Nos. 1-19. Reprinted by permission.

15 Marriage--The pupil left school because of marriage.

16 Pregnancy--The pupil left school or was required to leave because of pregnancy.

17 Other Known Reasons--The pupil left school or was required to leave for some known reason, other than those of items 01-16. Any such reason should be specified on the form, e.g., no school available, and excessive distance from home to school or school bus route.

18 Reason Unknown--The pupil left school for a reason which is not known.

19 New Residence, School Status Unknown--The pupil left school upon moving to a new residence; it is not known if he entered a new school.

20 Migrant Status*--Pupil left school to go with his family to another location to follow employment opportunities; expected to return to school next year.

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* Not on the original list. This reason was added by the Texas Education Agency staff for evaluation under Title I.

may be decreased through adequate counseling and guidance services or special classes which will capture the students' interests. Northeast Houston Independent School District reported that its dropout rate had decreased from 5 percent to 4 percent during the past school year. This reduction of one percent was attributed to an after-school and weekend counseling program. The secondary school counselor scheduled 750 individual student conferences and 300 student-parent sessions at hours convenient to these clients.

Considering school dropouts for the State as a whole, the statewide dropout rate increased from 5.3 percent in 1964-65 to 5.7 percent in 1965-66 for the Title I area-of-concentration schools upon which annual evaluation reports were based. It is possible that this is not a true increase, but the result of more comprehensive record-keeping of dropouts during the latter school year. When local school officials were informed that they would be required to report dropout figures for the two years in their Title I evaluation reports, a number of administrators responded that they could begin more detailed record-keeping for 1965-66 but that they did not have complete records for the preceding year. The data collected during 1965-66 will provide a more substantial baseline for subsequent studies of dropouts.

Another possible explanation for the increased dropout rates reported, if the apparent increase is real, might have been that some pupils who had dropped out previously did re-enroll in school and then dropped out again later in the year. Such re-enrollment might have occurred as a result of counseling or visiting teacher services.

CONTINUING EDUCATION BEYOND HIGH SCHOOL

Local school districts were asked to report information on post-high school education of students who graduated from Title I area-of-concentration high schools for the school years 1963-64, 1964-65, and 1965-66. Post-high school education was defined as

- enrollment in a degree-granting institution, or reasonable indication that the student will enroll immediately after graduation from high school, or
- enrollment in a trade, technical, or business school; matriculation in a formal training program in a specialized area in the armed forces; or enrollment in a formal apprenticeship program.

The representative sample of school districts was studied in terms of this factor, and percentages for each of the two categories outlined above were computed separately. Some school districts were deleted from the sample because they did not have an area-of-concentration high school; others were deleted because the information they submitted was incomplete.

The norm used for comparing percentages of students receiving some post-high school education was all high schools in the State. Table 58 presents the percentages of Title I schools for three consecutive years compared to statewide percentages for those years. The percentages for Title I schools are consistently lower than the statewide percentages. This is realistic since the Title I high schools would be areas of high concentration of

1965-66	58%	60%

The percentage of students graduating from area-of-concentration high schools who went on to college or other training is summarized in Tables 59 through 65 . The comparison is made by class and for all classes combined. Figure P illustrates the same data in graphic form. There were no unusual changes in the percentage of students receiving either post-high school education or going into other training programs over the last three years. In most cases the percentage has remained the same or has risen gradually.

It is too early for any possible influence of Title I activities to be apparent. Few, if any, senior class students could have overcome their educational deprivation through one year's participation in Title I activities. In addition, Title I funds in Texas were concentrated on the elementary and intermediate levels to prevent or correct the educational deprivation in its formative stages. Therefore, comparatively few high school students received intensive rehabilitative services. The data will serve as a baseline laid during the first year of operation and will be used to measure the influence of Title I in future years. The children who are today in elementary or junior high schools, and will receive extensive attention over a period of several years, should show the effects of Title I more clearly in future years. It can be expected that the percentage of educationally deprived students enrolling in college and other training will increase.

TABLE 59.

CO
TS IN TITLE I PROJECT HIGH SCHOOLS
ND HIGH SCHOOL COMPARED WITH STATE NORM*

ALL CLASSES

		1964-65		1965-66	
	Schools State	Title I Schools	All Schools in State	Title I Schools	All Schools in State
Total Number of Graduates	7,158	11,593	120,759	11,679	121,795
Number of Schools	1,314	110	1,349	110	1,366
Mean Size of Graduating Class	73	105	89	106	89
Number of Schools Having 0-10% Continuing Gradua		1		3	
11%-20%	DATA NOT AVAILABLE	4	DATA NOT AVAILABLE	2	DATA NOT AVAILABLE
21%-30%		7		7	
31%-40%		10		9	
41%-50%		14		14	
51%-60%		24		12	
61%-99%		48		63	

* State Norm -- Al
see Table 58.

TABLE 60.

C NTS IN TITLE I PROJECT HIGH SCHOOLS OND HIGH SCHOOL COMPARED WITH STATE NORM*

CLASS A

	4	1964-65		1965-66	
	Schools n State	Title I Schools	All Schools in State	Title I Schools	All Schools in State
Total Number of Graduates	7,158	4,931	120,759	4,947	121,795
Number of Schools	1,314	14	1,349	14	1,366
Mean Size of Graduating Class	73	352	89	353	89
Number of Schools Having 0-10% Continuing Gradua	DATA NOT AVAILABLE	0	DATA NOT AVAILABLE	1	DATA NOT AVAILABLE
11%-20%		1		1	
21%-30%		2		0	
31%-40%		2		1	
41%-50%		1		4	
51%-60%		4		1	
61%-99%		4		6	

* State Norm -- Al

: see Table 58.

TABLE 61.

UDENTS IN TITLE I PROJECT HIGH SCHOOLS
BEYOND HIGH SCHOOL COMPARED WITH STATE NORM*

CLASS B

	1964	1964-65		1965-66	
	All Schools in State	Title I Schools	All Schools in State	Title I Schools	All Schools in State
Total Number o Graduates	97,158	1,208	120,759	1,234	121,795
Number of Schools	1,314	5	1,349	5	1,366
Mean Size of Graduating Cla	73	242	89	247	89
Number of Scho Having 0-10% Continuing Gra		0		0	
11%-20%	DATA NOT AVAILABLE	1	DATA NOT AVAILABLE	0	DATA NOT AVAILABLE
21%-30%		1		2	
31%-40%		0		0	
41%-50%		1		2	
51%-60%		1		1	
61%-99%		1		0	

* State Norm -
ate: see Table 58.

TABLE 62.

DENTS IN TITLE I PROJECT HIGH SCHOOLS
EYOND HIGH SCHOOL COMPARED WITH STATE NORM*

CLASS C

	964	1964-65		1965-66	
	ll Schools in State	Title I Schools	All Schools in State	Title I Schools	All Schools in State
Total Number of Graduates	97,158	1,786	120,759	1,901	121,795
Number of Schools	1,314	13	1,349	13	1,366
Mean Size of Graduating Clas	73	137	89	146	89
Number of Schoo Having 0-10% Continuing Gra	DATA NOT AVAILABLE	1	DATA NOT AVAILABLE	0	DATA NOT AVAILABLE
11%-20%		0		0	
21%-30%		1		1	
31%-40%		1		1	
41%-50%		3		3	
51%-60%		2		0	
61%-99%		5		8	

* State Norm -- e: see Table 58.

TABLE 63. UDENTS IN TITLE I PROJECT HIGH SCHOOLS
BEYOND HIGH SCHOOL COMPARED WITH STATE NORM*

CLASS D

	1964	1964-65		1965-66	
	All Schools in State	Title I Schools	All Schools in State	Title I Schools	All Schools in State
Total Number Graduates	97,158	2,594	120,759	2,550	121,795
Number of Schools	1,314	30	1,349	30	1,366
Mean Size of Graduating Cl	73	87	89	85	89
Number of Sch Having 0-10% Continuing Gr	DATA NOT AVAILABLE	0	DATA NOT AVAILABLE	1	DATA NOT AVAILABLE
11%-20%		1		1	
21%-30%		3		2	
31%-40%		2		2	
41%-50%		4		1	
51%-60%		9		2	
61%-99%		11		21	

* State Norm - ate : see Table 58.

TABLE 64. UDENTS IN TITLE I PROJECT HIGH SCHOOLS
BEYOND HIGH SCHOOL COMPARED WITH STATE NORM*

CLASS E	1964	1964-65		1965-66	
	All Schools in State	Title I Schools	All Schools in State	Title I Schools	All Schools in State
Total Number Graduates	97,158	673	120,759	626	121,795
Number of Schools	1,314	30	1,349	30	1,366
Mean Size of Graduating Cl	73	22	89	21	89
Number of Sch Having 0-10% Continuing Gr		0		0	
11%-20%	DATA NOT AVAILABLE	1	DATA NOT AVAILABLE	0	DATA NOT AVAILABLE
21%-30%		0		0	
31%-40%		5		-4-	
41%-50%		3		-4-	
51%-60%		4		-7-	
61%-99%		17		15	

* State Norm ate: see Table 58.

TABLE 65. DENTS IN TITLE I PROJECT HIGH SCHOOLS
EYOND HIGH SCHOOL COMPARED WITH STATE NORM*

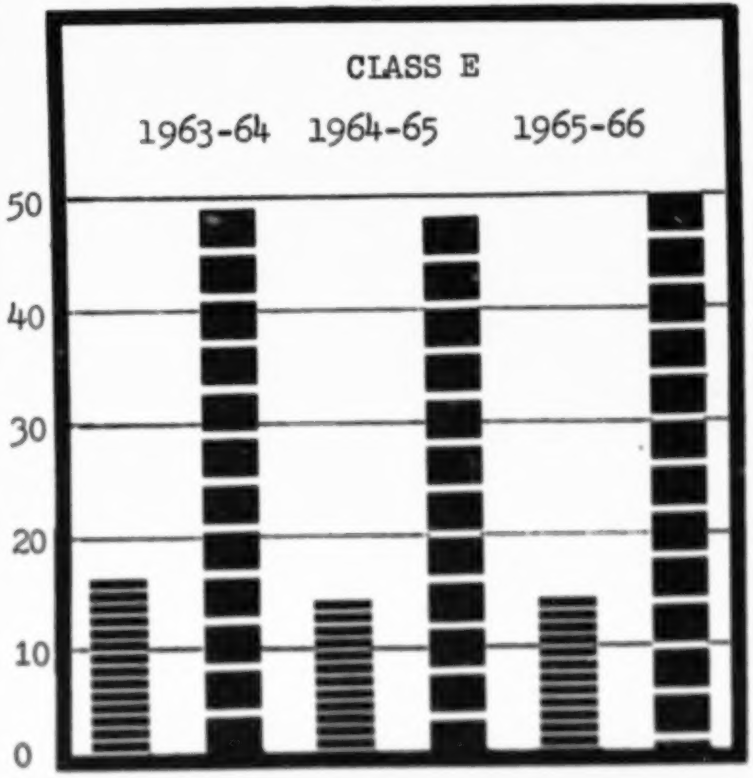
CLASS F (Small Coo	964	1964-65		1965-66	
	ll Schools in State	Title I Schools	All Schools in State	Title I Schools	All Schools in State
Total Number c Graduates	97,158	401	120,759	421	121,795
Number of Schools	1,314	18	1,349	18	1,366
Mean Size of Graduating Cla	73	2,227	89	23	89
Number of Scho Having 0-10% Continuing Gra		0	DATA NOT AVAILABLE	1	
11%-20%	DATA NOT AVAILABLE	0		0	DATA NOT AVAILABLE
21%-30%		0		2	
31%-40%		2		1	
41%-50%		2		0	
51%-60%		4		1	
61%-99%		10		13	

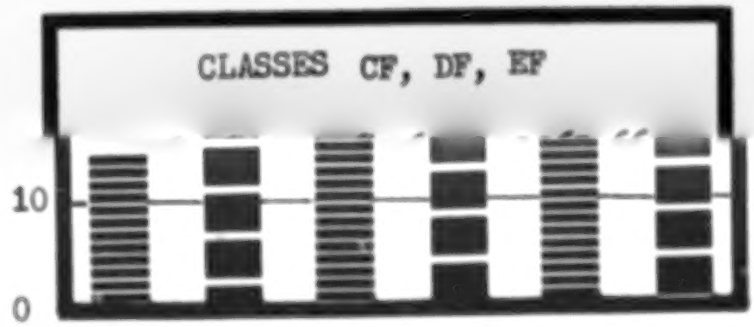
* State Norm -te: see Table 58.

FIGURE P, page 193, should precede page 192.

■ COLLEGE, UNIVERSITY OR JUNIOR COLLEGE

▤ OTHER TRAINING (trade, technical or business school, formal apprenticeship, or training program in a specialized area in the armed services).


CLASS E


CLASSES CF, DF, EF

ALL CLASSES COMBINED

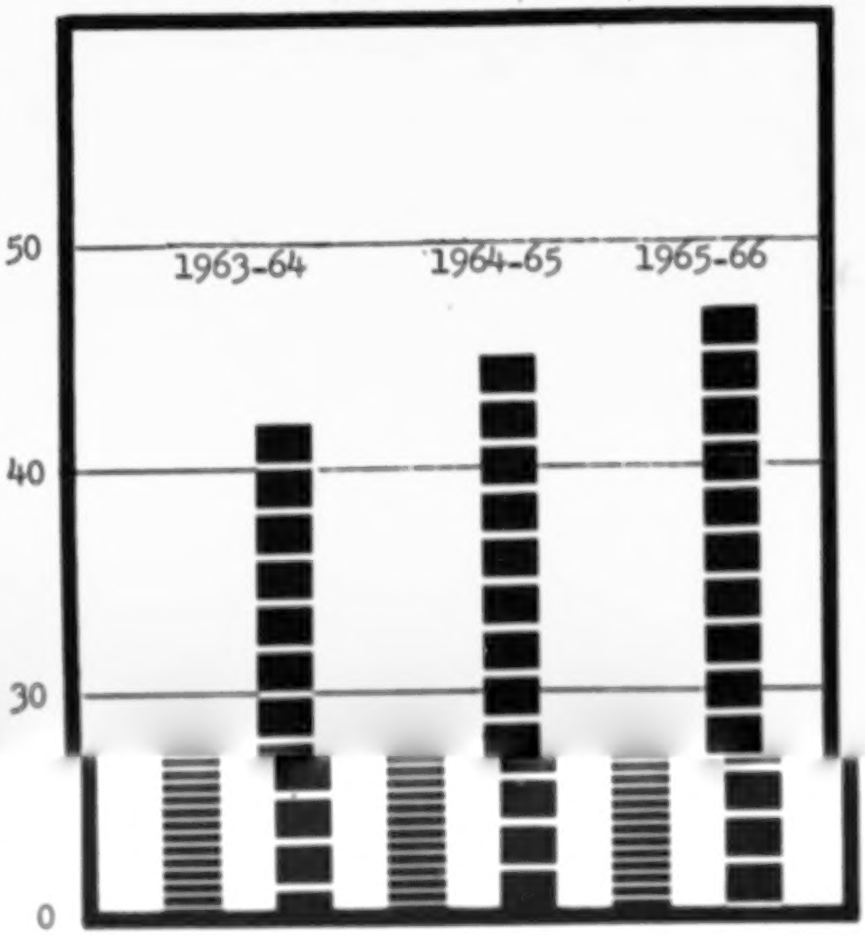
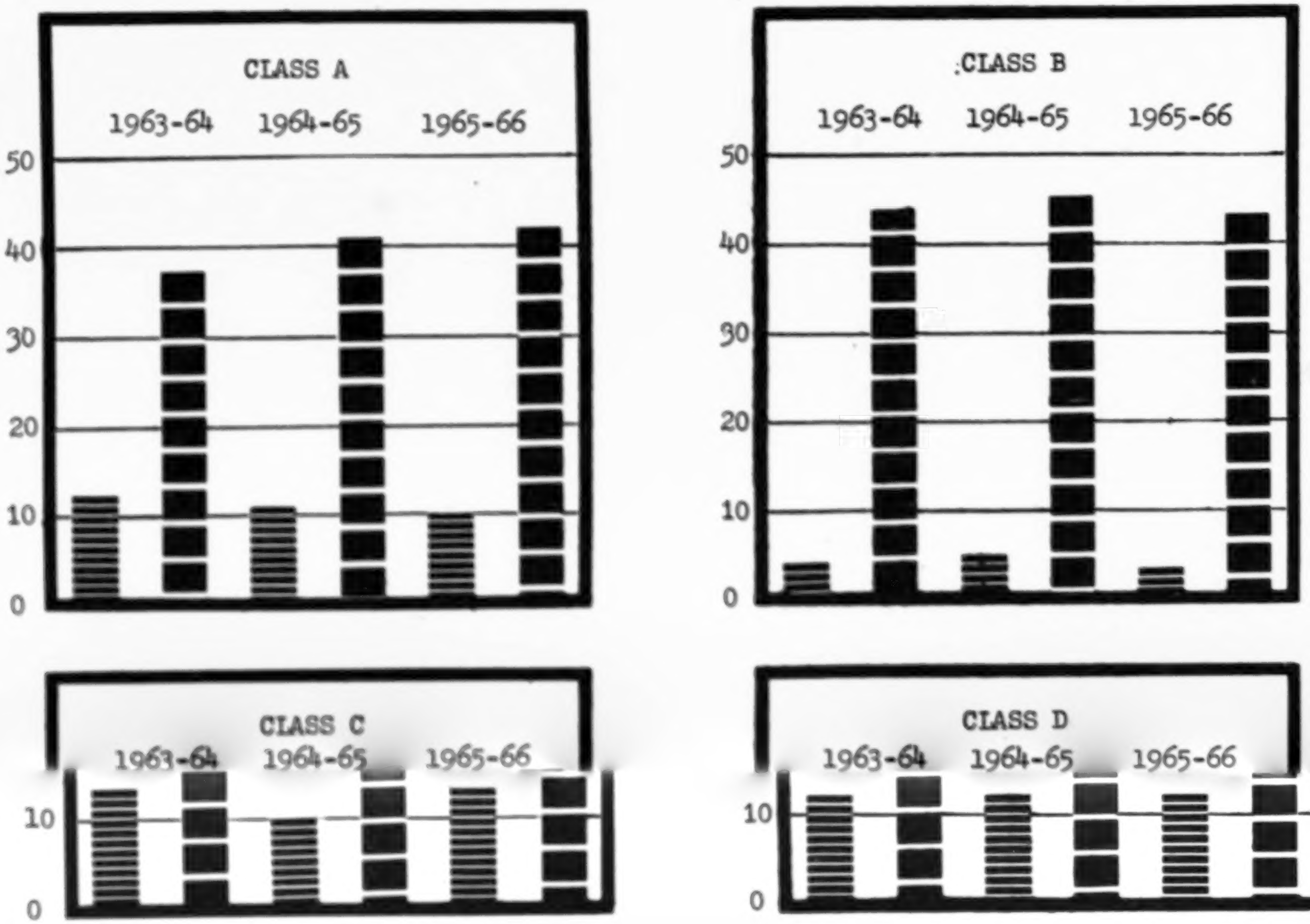


FIGURE P

POST HIGH SCHOOL EDUCATION AND TRAINING

TITLE I PROJECT SCHOOLS ONLY



RESULTS OF MOST WIDELY USED STANDARDIZED TESTS

Frequency of Reading Median Gain or Loss Scores. Table 66 shows the median gain or loss scores expressed in grade equivalents, on the major standardized reading achievement tests listed. Expected gains in terms of grade equivalent scores occurred in the elementary grades; that is, gains were consistent with the pre-post testing intervals. In contrast, at the secondary level there was more variability in reading gains as well as a few negative scores. The range of scores by grades reflects this difference too. This finding suggests that reading improvement is more predictable for young children than for teenagers.

Range of Arithmetic Median Gain or Loss Scores. Table 67 shows variance in the ranges of median gain or loss scores on the different standardized arithmetic tests; however, for grades 2 - 6 average or better-than-expected gains were achieved for the time interval between pre- and post-testing. For grades 7 - 10, some gains were less than expected, which could indicate that math programs are not as effectual for secondary students as they are for elementary children.

Three critical problems during 1965-66 precluded the use of standardized achievement tests in reading and arithmetic as workable criteria for statewide evaluation:

- a wide variety of tests were used by local districts, with the result that scores could not be combined in a reliable way,
- interim periods between pretest and posttest varied from district to district, and
- a number of school districts used different tests for pretest and posttest, or they gave only one standardized test during the year.

More planning for uniform criteria of pupil growth is needed if definitive evaluation results are to be obtained.

TABLE 66. FREQUENCY OF MEDIAN GAIN OR LOSS SCORES READING ACHIEVEMENT TESTS*

Grade	Pre - Post Testing Interval	.1 - .5	.6 - 1.0	1.1 - 1.5	1.6 - 2.0	2.1 - 2.5	2.6 - 3.0	3.6 - 4.0	4.1 - 6.0	6.1 - 8.0	Negative Category	Range	Total Pupils Tested
2	5 mo. -	5	1	-								.2 - .6	4532
	6 mo. +	-	4	1								.7 -1.1	5252
3	5 mo. -	6	-									.1 - .5	2561
	6 mo. +	1	5									.5 - .9	7902
4	5 mo. -	2	4	1								.5 - 1.1	2554
	6 mo. +	-	6	-								.6 - .7	8137
5	5 mo. -	5	1	1								.2 - 1.4	2821
	6 mo. +	2	4	-								.4 - .8	7923
6	5 mo. -	3	3	1								.4 - 1.4	2054
	6 mo. +	-	6	-								.6 - .9	8260
7	5 mo. -	2	4	1								.1 - 1.1	1813
	6 mo. +	1	5	1								.4 - 1.1	4074
8	5 mo. -	2	1	3							-1.1	(-1.1) -- 1.4	1123
	6 mo. +	2	5	-								.1 - 1.0	2589
9	5 mo. -	1	1	1		2			2			.3 - 4.2	333
	6 mo. +	3	2	-		-			-			.1 - .6	497
10	5 mo. -	-	1	1			1					.0 - 3.0	165
	6 mo. +	2	1	1			-					.3 - 1.4	286
11	5 mo. -	-	1	-		1				-	-.4	.7 - 2.1	133
	6 mo. +	1	-	1		-				1	-.8	(-.8) -- 8.0	1198
12	5 mo. -		1		1							.7 - 1.8	43
	6 mo. +		1		-						-.1	(-.1) -- .7	26

* Iowa Tests of Basic Skills, California Achievement Tests, Gray- Votaw-Rogers General Achievement Tests, Metropolitan Achievement Tests, Science Research Associates, Inc. Achievement Series, Stanford Achievement Test and Gates Reading Tests

TABLE 67. RANGE OF MEDIAN GAIN OR LOSS SCORES ARITHMETIC ACHIEVEMENT TESTS

Grade	Pre - Post Testing Interval	Iowa Tests of Basic Skills	California Achievement Tests	Gray-Votam-Rogers General Achievement Tests	Metropolitan Achievement Tests	Science Research Associates, Inc. Achievement Series	Stanford Achievement Test	Total Pupils Tested
2	5 mo. -	▨	.3	(-.7)- .3	.3 - .6	.4 - .7	.7 - .8	4295
	6 mo. +	▨	1.2 - 1.3	.2 - 1.5	.6 -1.0	.7 - .8	.3 - 1.1	3242
3	5 mo. -	0 - .6	.6	(-.4) - .5	.1 - .6	.4 - 1.0	(-.2) - .6	2536
	6 mo. +	--	.9 - 1.7	.4 - 1.4	1.1 - 1.6	.6 - 1.6	.8 - 1.1	3201
4	5 mo. -	(-.1) - .3	—	.2 - .5	.2 - .6	.5 - .6	0 - .7	2443
	6 mo. +	.3 - .8	.9 - 1.3	.6 - 1.5	.3 - .7	.5 - 1.5	.3 - 1.0	4178
5	5 mo. -	.1	.4	.2 - .3	.1 - .9	.3 - .4	(-.3) -.4	2230
	6 mo. +	.3 - .8	.3 - 1.3	(-.8) - 1.0	.3 - .7	.9 - 1.2	.5 - 1.1	3796
6	5 mo. -	0 - .2	—	0 - .6	.3 - .8	.5 - .8	.2 - .6	1865
	6 mo. +	1.0-1.3	.3 - 1.1	(-.2) - 1.1	.2 - 1.2	.7 - 1.5	.6 - 1.0	6546
7	5 mo. -	—	—	.5	.1 - 1.0	.8	.2 - .5	1321
	6 mo. +	.3	.9	.5 - 1.5	.6	.4 - 1.1	.3	4662
8	5 mo. -	▨	—	(-.1)	.2 - 1.0	.8	.3 - .4	1396
	6 mo. +	▨	.7	.3 - .7	.4	.4 - 1.1	.2 - 1.0	1016
9	5 mo. -	▨	—	—	.4	0	▨	234
	6 mo. +	▨	.8	.3	—	(-.2) - 1.1	▨	2805
10	5 mo. -	▨	▨	—	.7	▨	▨	78
	6 mo. +	▨	▨	.3	—	▨	▨	15
11	5 mo. -	▨	▨	▨	▨	▨	▨	▨
	6 mo. +	▨	▨	▨	▨	▨	▨	▨
12	5 mo. -	▨	▨	▨	▨	▨	▨	▨
	6 mo. +	▨	▨	▨	▨	▨	▨	▨

COMMONLY FUNDED PROJECTS: OBJECTIVES AND STRATEGIES

The five most commonly funded types of projects in Texas during 1965-66 have been listed in the section Prevalent Activities on Table 38. These five activities and services are

- . Reading and Language Arts Instruction,
- . Health, Physical Education, and Welfare Services,
- . Library Services and Instructional Media,
- . Home Visits and Parental Involvement, and
- . Guidance and Counseling.

For reading and language arts instruction, many school districts engaged special teachers and utilized a broad range of instructional materials and special reading equipment. Most of the projects set up special reading and/or language arts classes, with small enrollments, so that individualized attention and tutoring could be given educationally deprived children. Evaluation in this area was fairly reliable, in that there were available adequate standardized measurement instruments except for preschool and primary grades. Teacher aides were employed by a number of districts to assist the teacher in this kind of instruction. Much of the inservice training effort -- bringing in of consultants from colleges, universities, publishing firms, and other school districts -- was directed toward enhancing the teachers' competencies in the area of remedial reading instruction.

Health, physical education, and welfare programs utilized special staff in a number of instances. Much emphasis was placed upon providing needed medical attention and on offering free lunches to children who could not buy their own. Some nurses and teachers were engaged in these areas, and some of the districts utilized aides for both services and instruction. A few districts made efforts to give parents information on sound health practices, in one case the information was presented in Spanish for the benefit of non-English speaking parents. Group counseling approaches for parents had as one of their objectives the modification of parents' attitudes towards the health status of their children.

Library and instructional media services were closely related to the reading and language arts activities. Some districts engaged librarians or library aides; others made available a portion of the time of some of the teachers to assist with these responsibilities. A few districts employed instructional media, or audio-visual, specialists to coordinate operations in the district. The outstanding feature was that a large quantity of materials and equipment were purchased and, in most cases, utilized effectively in motivating and instructing educationally deprived children.

TABLE 68. MOST COMMONLY FUNDED

Activity or Service	Reading and Language Arts Instruction	Health, Physical Education, and Welfare Services
Chief Objectives	.improve reading skills of pupils .develop competence in speaking and understanding standard English .stimulate interest in reading for information and pleasure	.improve health conditions of pupils .promote optimal physical development .increase understanding of health principles .provide food, clothing, and medical care for needy pupils
Approaches Utilized	.special reading teachers .additional materials and special equipment for reading instruction .mobile reading centers .individualized reading stations, with equipment operated by the pupils themselves .low-level high-interest reading materials .after-school study centers and individual tutoring .field trips to provide experiences for oral communication .additional testing and diagnostic services to plan instruction .study of language and reading to accompaniment of music, and correlated with games. .orientation of parents to help them promote language development of preschool children .use of audio-lingual equipment to promote language development .use of speech therapists .use of teacher aides in reading classes; bilingual aides .team teaching .use of tape recorders for oral language drill .socio-drama to stimulate speech .small group instruction .language classes for non-English speaking pupils .classes in Spanish and shorthand .summer remedial instruction	.employment of nurses and aides .referral of pupils with health problems to physicians .special classes in health instruction for pupils and parents .material on health principles, in Spanish, sent to non-English speaking parents .physical education classes in the early grades -- physical fitness .after-school and summer recreation centers .provision of food, clothing, and supplies for needy pupils .health practices promoted through extra-curricular activities .adapted physical education for handicapped children .sanitary facilities centers (showers, delousing) .nurse-social worker teams making visits to homes .nutrition and home-nursing courses for parents .immunizations administered .glasses and hearing aids fitted

Library Services and Instructional Media	Home Visits and Parent Involvement	Guidance and Counseling
.provide a broad variety of interesting materials to stimulate pupil learning .expand library services .acquaint teachers with new instructional approaches .encourage use of library	.enlist support and interest of parents in pupil's progress .help teachers understand the child's home environment .improve opportunities for learning in the home .improve attendance	.help pupils overcome learning problems .provide more individual attention for pupils .develop a more workable self-concept .raise level-of-aspiration .increase interest in school and build sound attitudes
.purchase of library books, audio-visual aids, learning materials .establishment of local centers for producing materials .inservice for teachers in use of new methods .educational television .multi-district media centers .libraries kept open after school and summers .renovated facilities for libraries and materials centers .expansion of library to include audio-visual aids of a broad variety .employment of additional librarians and aides	.employment of visiting teachers and social workers .employment of aides from low-income areas .special activities at school for parents .group counseling and discussion sessions .literature sent home to parents .home visits by nurse-social worker teams .referrals to agencies which can help families with problems .informal classes for parents on basic academic skills ."Neighborhood Get-Togethers" for parents .community workshops .counseling service available to parents	.counseling services at the elementary level .team approach to guidance (teacher, nurse, counsellor, attendance worker, aide) .field trips to broaden awareness of career opportunities .field trips to provide practice in the social graces .correlating educational testing and Title I evaluation .experiences to enhance acculturation of Spanish-speaking children .counseling services made available evenings for pupils and parents .identification of potential dropouts .training of teachers for counselors' positions .provision of aides who can serve as models for pupils

Home visits, parental involvement, and guidance and counseling services were closely interrelated. In most cases counselors or visiting teachers were added to the staff; in others these specialists already on the staff were utilized, or teachers were given fuller responsibility in providing these services. Some districts provided time for teachers to visit in the homes of educationally deprived children. Some of these teachers had relatively small numbers of pupils assigned to them, so that they were able to give specialized attention to the pupil and his family. A few districts conducted organized parent involvement activities, such as discussion groups and group counseling sessions. Other districts used the approach of engaging parents of educationally deprived children as aides in order to cement the liaison between the school and the social milieu in which the pupil lives. Several school districts were able to move into the area of elementary guidance services as a result of Title I resources. In terms of evaluation of programs, counselors played a central role in designing evaluation plans for the Title I project. Testing programs were expanded in order both to strengthen evaluation procedures and to obtain pupil appraisal information for purposes of counseling and curriculum planning.

During the summer preschool programs moved into greater prominence, and school officials directed more of their attention to the preparation of the young child for his first school experiences. Over the entire state, school districts provided summer programs for pupils of all ages, in a broad variety of areas, on a scope that many school officials had not previously believed possible. Many of these summer projects were of the major types listed above.

APPENDICES

APPENDIX A

MATRIX OF POPULATION AND REPRESENTATIVE SAMPLE
By Class and Region

Class Region		A and AF	B	C	D	E	CF DF EF	Region Total
1	N_p*	1	-0-	6	68	117	41	233
	N_s	1	-0-	2	12	22	12	49
	%	100%	---	33%	18%	18.8%	29%	21%
2	N_p	3	5	22	33	13	6	82
	N_s	3	5	10	6	3	3	30
	%	100%	100%	45%	18%	23%	50%	36.5%
3	N_p	3	-0-	15	41	10	10	79
	N_s	3	-0-	4	8	3	4	22
	%	100%	---	27%	19.5%	30%	40%	27.8%
4	N_p	3	1	8	17	19	6	54
	N_s	3	1	3	3	3	3	16
	%	100%	100%	37.5%	17.6%	15.8%	50%	29.6%
5	N_p	2	-0-	8	30	26	21	87
	N_s	2	-0-	2	7	3	6	20
	%	100%	---	25%	23%	11.5%	28.5%	23%
6	N_p	6	3	51	35	36	48	179
	N_s	6	3	14	6	12	13	54
	%	100%	100%	27%	17%	33%	27%	30%
7	N_p	2	3	11	37	29	14	96
	N_s	2	3	3	12	7	4	31
	%	100%	100%	27%	32.4%	24%	28.5%	33%
Class Total		20+	12	121	261	250	146+	810
		20	12	38	54	53	45	222
		100%	100%	32%	21%	21%	31%	27%

*N_p - Total number (population) of Title I projects in the cell.
N_s - Number of projects in representative sample for the cell.
% - Percent which sample represents of population (N_s divided by N_p)

+ - The columns for Class A and AF and for small cooperatives (CF, DF, EF) as listed with the project as the unit; the twenty projects in Classes A and AF included 27 school districts and the 146 small cooperative projects were comprised of 459 school districts.

APPENDIX B

AREA CONSULTATION WORKSHOPS ON TITLE I EVALUATION: RESULTS OF QUESTIONNAIRE

In April and May of 1966, consultation workshops on the State evaluation procedures for Title I programs were conducted in twenty locations across the State by the Evaluation Section of the Division of Compensatory Education. These workshops were attended by school personnel responsible for evaluation of their Title I programs. The appropriate Field Consultants of the Texas Education Agency were also present at the meetings in their areas.

As a means of evaluating these workshops, a questionnaire to be completed anonymously was sent to 184 randomly selected schools whose staff had participated in the meetings. (See attached.) Of the total number sent, 90 percent, or 166, completed questionnaires were returned; 13 of those returned were not included in the final tally because of lack of anonymity or incompleteness. Consequently, 153 questionnaires were utilized in the following report on the meetings.

Item 1, concerning the sequence of the presentation, elicited almost equally divided responses. Approximately 55 checked "excellent," with 45 considering the method of presentation "satisfactory." None checked "unsatisfactory."

The second item concerned the ability of the consultant to explain questions and resolve problems to the satisfaction of the participant. Sixty-three of the respondents found this to be "excellent," while 37 checked "satisfactory."

In response to the third item, 73 found the general approach of the consultant at their area meeting to be "excellent," and 27 regarded it as "satisfactory."

Approximately 98 regarded the location of their respective meetings as "convenient," while only 2 regarded it as "inconvenient."

With regard to the potential assistance which might be afforded by future area meetings on Title I evaluation procedures, 85 responded affirmatively, while 15 responded negatively. Further light may be shed on the results of this item later.

The participants responded to the seventh item rather evenly; that is, 49 preferred future meetings to be held at public school sites, and 49 desired a university or college location. Only two indicated "other," usually remarking that (1) convenience should be the first consideration, or (2) the matter was relatively unimportant to them and they had no definite opinions.

As might be expected, the items yielding the most cogent information were numbers 6 and 8, both of which were open-ended questions. These afforded the respondents an opportunity to express their personal thoughts concerning problems that should be covered in future meetings (item 6), and comments about the meetings or the evaluation procedure itself (item 8).

Item 6 asked the respondents to list the topics or problems that they felt should be covered at future meetings. Approximately 13 of the responses to this question indicated a desire for more general information on all facets of Title I (including program planning, applications, and finance.) They wanted more dissemination of information concerning (1) the strengths and weaknesses of the various Title I programs the consultants had observed, (2) ways other schools have approached and completed their evaluation reports, and (3) efficient ways used by other schools of keeping and recording the relevant evaluation data. This response probably indicates a need for more dissemination of general evaluation information.

Approximately 12 of the respondents requested more detailed information on the Title I evaluation procedure itself, including answers to specific problems of individual school districts and explanations of various forms and specific items within the Guidelines of Evaluation.

The next largest classification of responses (9) dealt with questions concerning Parts III and IV of the 1965-66 evaluation procedure (Evaluation of Each Discrete Activity and the Overall Evaluation respectively). Most requested more objective criteria for the completion of Part III.

Another 9 of those answering this question requested more general information on the Title I evaluation procedure. Included in these suggestions for future topics were those pertaining to the modification of some of the prescribed forms to fit individual school districts' needs, more general explanations of the evaluation forms, and requests for uniform, standard procedures.

Over 9 of the replies listed a need for earlier receipt of next year's evaluation guidelines. Many of these respondents stated that they found it difficult to write their reports because they had not known what records they should keep throughout the year.

Another 9 listed testing as a topic to be explored further. Most wanted uniform standards of recording and reporting the scores, while some suggested the need for uniform measuring instruments if at all possible.

Approximately 5 of the respondents listed better staff utilization as their major concern. Relevant topics also included (1) how best to use inservice training, and (2) what criteria should be used in the selection of teachers for the various projects.

The above constitute the most frequently mentioned topics and problems suggested by the participants. The following topics or suggestions, again in order of decreasing frequency, were the remaining ones listed: (1) suggestions and specific ideas for different projects, (2) requests for more informal and/or subjective evaluation, such as teacher evaluation methods, (3) assistance in keeping the most efficient records for required evaluation information, (4) information on Title I proposals and planning, (5) non-evaluation questions dealing with remodeling and construction, purchases allowable under Title I of the Elementary and Secondary Education Act of 1965, (6) financial questions such as accounting and auditing procedures, (7) public-non-public school relations, (8) clear and concise instructions for the evaluation procedure, (9) information on preschool programs, and (1) information on Community Action Programs.

The responses to the eighth item, which also left the respondent free to structure his own answer, were many and varied. While some of the replies concerned the area workshops on evaluation, more than two thirds returned comments directly related to the 1965-66 Title I evaluation procedure. In doing so, the participants have given the Evaluation Section many useful ideas.

Of those responding to this item, 17 commented favorably on the area consultations themselves. They characterized the meetings as very helpful and informative.

Concerning the Title I evaluation procedure, 14 expressed a need for receiving the Guidelines and forms earlier for the coming year's evaluation. Many of these respondents stated that they found that they had not kept the appropriate records or gathered the necessary information for their evaluation reports in April, and that it was difficult to try to go back and pick up the information.

The comments concerning the content of the evaluation reports seem to have been equally divided. While 14 characterized it as adequate and satisfactory, another 14 considered some of the requested information to be non-essential, and in the terms of one, "too much paper work." Several commented that for smaller schools, they felt that the process of evaluation sometimes obscured the real purpose of the program. Many requested that the report be kept as concise, although still meaningful, as possible.

Approximately 8 requested more definitive criteria and further clarification of some of the aspects in the procedure, such as the completion of forms.

Parts III and IV of the 1965-66 evaluation procedure were mentioned again by 6 of those responding to item 8. The majority of comments regarded the ways in which data were to be reported; they asked for more explicit and objective forms.

Approximately 5 remarked that their programs had not started until quite late in the school year, and they felt that the short period would necessarily limit the scope and effectiveness of their evaluations. Several reported that they were trying to evaluate programs which would be in operation only thirty days.

Another 5 returned comments on the testing procedure. The majority were interested in knowing about the testing procedures for the coming year so that they could plan adequately for it. Many remarked that a standardized testing program which would meet the needs of both the local school evaluation and that of the State would be exceedingly beneficial.

Over 4 requested a periodic reporting process of evaluation that could be compiled as the year progressed.

Several other ideas were mentioned often enough to warrant inclusion here: (1) requests for more "suitable" dropout forms, (2) instructions more clearly phrased, (3) mention of problems involved in securing parochial school records for past years, and (4) the need for earlier meetings on evaluation.

It should be remembered that 15 of those responding to the fifth item did so negatively. Part of the reason for this may be found in the item for comments, where 3 of the respondents to this item reported "unfavorable" reactions to the area consultations. Some felt that the evaluation guidelines were sufficient explanation for the procedure, while a few regarded the meetings as not helpful enough to justify their time and expense.

APPENDIX B

Please do not make any identifying marks on this page. Complete and return to the Evaluation Section, Division of Compensatory Education, Texas Education Agency by June 3.

QUESTIONNAIRE ON AREA CONSULTATIONS FOR EVALUATION
QUESTIONNAIRE AND RESULTS

1. Was the sequence of the meeting (general presentation including questions, followed by individual or small group consultations):

   ( ) excellent ( ) satisfactory ( ) unsatisfactory

2. Consultant making the presentation was well-informed, able to explain, able to resolve problems:

   ( ) excellent ( ) satisfactory ( ) unsatisfactory

3. Approach of consultant was patient, tactful, informative, helpful:

   ( ) excellent ( ) satisfactory ( ) unsatisfactory

4. Distance you had to travel to attend a consultation was:

   ( ) convenient ( ) inconvenient

5. Would future area meetings on Evaluation be helpful to you?

   ( ) Yes ( ) No

6. What topics or problems should be covered? (please list)

7. Future area meetings for Evaluation should be held at:

   ( ) public schools ( ) university or college ( ) other

8. Comments (including reactions, favorable and unfavorable, concerning the current 1965-66 Title I Evaluation procedure).

APPENDIX C

SUMMER INSTITUTES FOR TEACHERS OF EDUCATIONALLY DEPRIVED CHILDREN

Title I staff members were encouraged to attend one of the 22 conducted during the summer of 1966. Approximately 2,000 teachers, administrators, and other personnel participated in these six-week institutes. Sixteen colleges and universities held institutes on their campuses while five local school districts and the Panhandle Educational Services Organization, in cooperation with universities, sponsored their own teacher education programs. More specific information is presented on the list following this description.

A formal evaluation of nine institutes was carried out by the Research and Development Center in Teacher Education of The University of Texas under the supervision of Dr. Wailand Bessent. A detailed description of this study is included in Volume II. The major conclusions based on pre- and post-test results of five institutes were:

- participants in three institutes showed an increase in Teacher characteristic X: warm, understanding, and friendly,
- a significant change in scores of participants at one institute was noted for Teacher Characteristic Y: responsible, businesslike, and for Teacher Characteristic Z: stimulating, imaginative,
- two institutes showed a significant difference on the Dogmatism scale, a measure of open versus close-mindedness; one group saw themselves as more open-minded while the second group viewed themselves as being more close-minded at the end of the institute,
- participants in all five institutes saw disadvantaged children as having a larger proportion of favorable or positive characteristics,
- participants' concept of Latin-American children changed significantly for both lower and middle classes; these children were viewed more positively at the end of the institutes and were considered to be more active, that is, more dynamic, moving, or changing,
- middle-class children across ethnic group lines received higher evaluation scores (viewed as being more pleasant, valuable, and happier) than lower-class children on both pre- and post-tests.

A graduate student at Texas Technological College made several conclusions after a comprehensive analysis of pre- and post-test scores of participants in this institute. First, teachers considered goals for learning as determined by pupils more important than goals determined by adults. Also, teachers were less dogmatic in attitude and opinion at the conclusion of the institute. They still described disadvantaged children in negative behavioral terms, though. Teachers were less harsh in their attitude toward self; that is, they were more self-accepting. Finally, they showed optimism for change.

An overall evaluation of the University of Houston's institute revealed teacher changes. Three objective measures -- mood adjective, self-reference scales, and an attitudinal survey -- were given on a pre- and post-test basis. A comparison of these scores showed that participants had a more positive attitude toward the different life styles, values, and learning standards of educationally deprived children. Subjective evaluation by staff members indicated these attitudinal changes of participants:

- tendency to regard the educationally deprived child first as a child, then as a child with special problems in and out of school,
- new respect for this child as a worthwhile human being,
- deeper understanding of the physical, intellectual, and emotional needs of this child,
- strong conviction that the educationally deprived child can learn in school, if instruction begins on a level at which he can succeed,
- eagerness to share the multitude of practical ideas with teachers who did not attend the workshop, and
- enthusiasm for translation of new ideas into action in the classroom.

At the close of the six-week institute at Southwest Texas State College, participants evidenced increased knowledge and understanding of deprived children as a result of laboratory experiences at a San Marcos elementary school and at the Gary Job Corps Center. They verbalized a more positive feeling toward these children and were able to identify ways to meet their needs. During individual counseling sessions they said they believed that they would be able to relate to their own students more effectively in the fall as a result of their institute experiences. The inexperienced, younger, and less formally educated teacher showed the greatest attitudinal change on the Votaw Test ("A Test on Adult Attitudes Toward Children"). On the other hand, the older and more experienced teacher showed more ability to assimilate new information as measured by the social stratification test.

Institutes at Sul Ross State College, Sam Houston State College, Prairie View A & M, Southwest Texas State College, and Texas Christian University stated that the following activities were the most effective ones: lectures, student participation through group reports and group sessions, exchanging ideas in informal discussions, learning to recognize the characteristics of the disadvantaged child, new teaching techniques, opportunity to see Head Start in action, field trips to deprived neighborhoods and other related sites, visiting consultants in child development and various subject areas, development of skill in the use of audio-visual equipment, listening to and interpreting tapes of interviews with parents and children, and demonstrations of multi-sensory materials.

These institutes also reported the least beneficial aspects of their six-weeks' experiences. The participants were critical of: too much research, written assignments, speakers not familiar enough with working with the disadvantaged, afternoon group sessions, movies, slides, role playing, oral reports on outside readings, requiring participants to construct bulletin boards and learning center displays, and lectures which were not centered totally upon the disadvantaged.

The major recommendations for future institutes were:

- more outside speakers and lecture-discussion by staff,
- more scheduled sharing sessions,

- educational television scheduled along with sufficient time for group inquirey and discussion,
- seminars to aid in the personal involvement and development of individual attitudes, understandings, and ideas,
- continued instruction in new approaches, techniques, and instructional materials to use with the disadvantaged,
- a printed schedule of activities at the beginning of the program - times, meeting places, materials needed,
- follow-up observation in the classrooms of participants,
- more interaction between the sections or groups,
- extension of institute from six weeks to eight,
- credit given rather than letter grades,
- equipment ordered at least two months prior to the beginning of the institute to ensure delivery,
- arrangement made with parents of disadvantaged children whereby the children may be utilized as subjects in a laboratory setting by the instutute participants on a daily basis.
- more group recreation and social activities,
- more free time for individual study, and
- a preliminary evaluation of the institute at the end of the first week so that criticism or problems of the participants may be discovered early.

APPENDIX C

TITLE I SUMMER INSTITUTES
1966

School	Dates of Operation	Number of Participants	Funds Approved
East Texas State University	June 6-July 12	94	$ 24,800
Midwestern University	June 2-July 12	90	24,000
Pan American	June 2-July 15	39	11,700
Prairie View A & M	July 18-August 26	28	8,400
Sam Houston State College	June 6-July 15	61	18,200
Southwest Texas State College	June 1-July 8	39	11,700
Stephen F. Austin State College	July 18-August 26	86	22,000
Sul Ross State College	July 11-August 15	60	18,000
Texas A & I	June 6-July 15	60	18,000
Texas A & M	July 18-August 26	47	14,100
Texas Christian University	June 6-July 15	77	20,000
Texas Southern University	July 18-August 26	60	18,000
Texas Technological College	June 1-July 8	54	16,200
Texas Western College	July 18-August 26	35	21,000
University of Houston	June 6-July 15	85	23,000
The University of Texas	June 13-July 22	34	10,200

TEACHER EDUCATION PROGRAMS FOR TEACHERS OF EDUCATIONALLY DEPRIVED CHILDREN OPERATED BY LOCAL DISTRICTS COOPERATING WITH UNIVERSITIES

District	University	Number of Participants
Houston	University of Houston	100
Fort Worth	Texas Christian University	45
San Antonio	Trinity University	160
	Our Lady of the Lake University	101
Dallas	Texas University (by extension)	220
Plainview	Texas Technological (by extension)	125
School Districts Cooperating in PESO	West Texas State University	265
	TOTAL	1,016

APPENDIX D

REASONS FOR RETURN OF EVALUATION REPORTS

To fulfill the specific legal requirements of Sections 205 (a) (5) and 205 (a) (6) of the Elementary and Secondary Act of 1965 (P. L. 89-10) and to assist local school districts to focus upon the strengths and weaknesses of their Title I programs for the purpose of refining them, the Evaluation Section of the Division of Compensatory Education required each school to submit an annual evaluation report of Title I activities and services.

The evaluation process by the local educational agencies was to perform at least four basic functions:

- judge the appropriateness of the goals or objectives set;
- obtain feedback information regarding success in moving toward these goals;
- identify weaknesses in program and suggest modifications which will increase effectiveness in attaining goals; and
- make experiences and findings available to others so that they can make predictions about the expected effectiveness of similar educational programs in their districts.

Emphasis was upon comprehensive and meaningful evaluation of program effectiveness in meeting the special educational needs of the state's educationally deprived children. Observable indexes of behavorial change were identified and measured as were the intermediary effects of the program itself-- the curriculum, the teaching staff, the special services, the materials and equipment, and the evaluation procedures -- providing opportunities for pupil learning to take place. The Evaluation Section prepared forms and guidelines for the local educational agencies individual systematic reporting of observations and measurement to the Agency, which in turn, interpreted them on a statewide basis.

In addition to the Guidelines for Evaluation and other assistance provided by the Texas Education Agency, to local school districts, it was decided that the reports should meet at least some minimal criteria of quality and context. If not, they should be returned to the school district with instructions for additional information or corrections with the stipulation that consideration for approval of their Title I application for 1966 - 1967 would be denied until evaluation standards were met.

Only 32 percent or 71 of the reports of the representative sample of 222 school districts were accepted as submitted initially. Table 69 , indicates that the larger schools, with the exception of Class B, had the greater percentage of reports accepted as originally submitted, probably because they had professional staff to plan, implement, and complete their evaluation.

TABLE 69. EVALUATION REPORTS ACCEPTED AS SUBMITTED INITIALLY

Class	Number of School Districts	Percentages
A and AF	10	50%
B	2	17%
C	12	30%
D	21	35%
E	15	25%
Small Cooperatives (CF, DF, EF)	11	25%
State Total	71	32%

Each individual report was divided into four Parts:

- Part I -- Identification and General Information (Forms ONE-005-A through ONE-005-E)
- Part II -- State-Wide Indexes of Changes in Pupil Behavior (Forms ONE-005-F through ONE-005-K)
- Part III-- Evaluation of Each Discrete Activity or Service in the District
- Part IV -- Overall Evaluation of the Total Title I Program in the District

The major difficulty was in Testing Results of Part II with some problems with Parts III and IV, the narrative portion of the report, as noted on Table 70 of the following page.

TABLE 70. REASONS FOR RETURN OF EVALUATION REPORTS, BY CLASSIFICATION

	State Total	Percentages by Classification					
PART I							
01 Failure to describe effort of Public School to contact officials of Non-Public Schools ...Form One-005-B	2.5%	5	--	--	2	2	4
02 Failure to submit Fone One-005-BB	17%	5	25	16	16	15	20
03 Failure to include information of the co-ordination of Federal Programs... Form One-005-C	7%	5	--	5	7	4	12
04 Failure to send reasons for the district's inability to add their staff members... Form One-005-D	3%	5	--	--	4	2	6
05 Staff objectives pertained to students rather than staff...Form One-005-E	2.5%		--	--	2	2	6
PART II							
01 Incomplete or incorrect information given for Form One-005-F	39%	35	75	35	30	45	31
02 Incorrect attendance data ...Form One-005-G	4.5%		8	--	2	2	6
03 Failure to include End of Year Enrollment of Forms One-005-H and/or One-005-I	11%		25	13	7	8	20
04 Incomplete information on Promotions and Retentions...Form One-005-J	3%		8	3	--	2	6
05 Incomplete information on Post-High School Education or Training....Form One-005-K	2 %		8	3	--	--	4
PART III							
01 Failure to submit	12%		17	10	5	25	8
02 Incomplete	4.5%		8	8	4	4	2
03 Failure to follow format	3%		8	--	2	4	6
PART IV							
01 Failure to submit	15%		17	16	13	20	15
02 Incomplete			--	--	--	--	--
03 Failure to follow format	.5%		--	--	--	--	2
PART V							
Accepted as submitted	27%	50	17	30	35	25	25%
		A and AF	B	C	D	E	Small Coops

APPENDIX E

ENTITLEMENT OF TITLE I FUNDS FOR DISTRICTS WITH LARGE NUMBERS OF PUPILS ALLOCATED

The subsequent guide is a study of the school districts in Texas which were entitled to Title I Funds, but did not make application therefor. It has been divided into four categories: those counties with 1000 or more scholastics, those with 501-1000, those with 301 to 500, and those with 100 to 300.

The left side of the Table lists by county the total entitlement of funds for the county, the number of districts making application, the number of students allocated for each district, and the funds provided.

The right side indicates districts in the county which did not make application, the number of students allocated, funds to which the district was entitled, average State expenditure per pupil according to size of district, the actual expenditure per pupil of the district in 1963-64 school term, and the Average Daily Attendance, both White and Negro.

There were 57 districts with 100 or more scholastics which were eligible to participate but which did not apply. In these 57 districts were 11,013 educationally deprived students for which $2,147,425 could have been expended for special projects under Title I.

TABLE 71.

Entitlement of Large Districts Not Fully Availing Themselves of Title I

County	Total Entitlement	Under Title I Funds			Eligible But Not Participating			Per Pupil Expenditure		ADA	
		No. of Districts	No. Students Allocated	Funds Allocated	Not Making Application	No. Students Allocated	Funds Entitled	State Average District Size	1963-1964 Expenditure	White	Negro
Ector	$ 377,695.63	0	0	0	1	1937	$ 377,695.63	$342.93	$410.62	20812	1240
					Ector						
Brazoria	403,239.32	5	1555	302,558.50	4	513	100,029.87				
					Alvin			354.75	454.14	3137	--
					Sweeny			354.75	616.47	1321	450
					Manvel			431.40	412.02	186	50
					Damon			497.60	595.40	109	--
Calhoun	149,752.32	0	0	0	1	768	149,752.32	354,75	427.23	4608	178
					Calhoun						
Jefferson	1,309,552.84	3	6131	1,130,983.85	3	585	114,069.15				
					Nederland			354.75	402.18	4476	--
					Port Neches			335.76	411.26	5882	--
					Hamshire-Fennett			393.14	583.29	796	93
Montgomery	334,017.87	5	930	180,874.91	1	783	152,677.17	354.75	373.41	3389	859
					Conroe						
San Patricio	891,689.27	6	3632	661,063.31	1	941	183,485.59	354.75	289.56	1810	36
					Mathis						
Dallas	$3,443,133.42	14	17218	3,356,927.58	2	440	85,795.60				
					Highland Park			354.75	525.32	4645	--
					Richardson			342.93	293.34	12606	1016
Live Oak	120,893.80	1	305	59,470.95	1	315	61,421.85	366.80	413.64	928	1
					George West						
Refugio	163,791.60	1	347	66,866.08	2	493	96,130.07				
					Refugio			366.80	570.99	1167	223
					Austwell-Tivoli			408.14	562.90	389	29
Waller	161,646.71	2	525	102,369.75	1	304	59,276.96	393.14	587.20	355	466
					Royal						

	Under Title I Funds				Eligible But Not Participating						
								Per Pupil Expenditure		ADA	
County	Total Entitlement	No. of Districts	No. Students Allocated	Funds Allocated	Not making Application	No. Students Allocated	Funds Entitled	State Average District Size	1963-1964 Expenditure	White	Negro
Andrews	$ 22,033.87	0	0	0	1	113	$ 22,033.87				
					Andrews			$354.75	$645.07	3072	55
Bee	388,810.06	2	1717	334,797.83	2	277	54,012.23				
					Skidmore-Tynan			408.10	386.19	443	26
					Petters			393.14	495.62	680	4
Cameron	3,039,699.11	13	15449	2,825,876.69	1	140	27,298.60				
					Santa Maria			431.40	203.93	275	--
Chambers	71,756.32	1	97	18,563.00	2	271	52,842.29				
					Anahuac			366.80	590.70	716	431
					Barbers Hill			408.14	745.15	457	--
Culberson	30,223.45	0	0	0	1	155	30,223,45				
					Culberson			393.14	422.53	797	--
Gaines	90,280.37	1	199	38,802.00	2	264	51,477.36				
					Seminole			354.75	500.50	2011	53
					Loop			408.14	608.32	219	1
Gillespie	57,522.05	3	61	11,894.00	4	234	45,627.66				
					Rocky Hill			425.76	282.22	41	--
					Stonewall			497.60	292.24	112	3
					Doss			425.76	325.26	42	--
					Fredericksburg			366.80	346.81	1299	4
Guadalupe	282,735.50	3	1316	220,742.49	4	134	26,128.60				
					McQueeny			497.60	263.21	191	--
					Clemens			492.65	361.24	50	--
					Lower Valley			425.76	341.66	38	--
					Navarro			408.14	311.44	307	31
Harris	5,565,794.56	18	28294	5,513,911.40	2	250	48,747.50				
					Katy			393.14	609.16	817	110
					La Porte			354.75	480.10	2199	185
Hidalgo	4,307,719.08	18	21850	3,923,863.15	1	242	47,187.58				
					Progresso			431.40	242.85	285	--

		Under Title I Funds			Eligible But Not Participating						
								Per Pupil Expenditures		ADA	
County	Total Entitlement	No. of Districts	No. Students Allocated	Funds Allocated	Not making Application	No. Students Allocated	Funds Entitled	State Average District Size	1963-1964 Expenditures	White	Negro
Kenedy	$ 22,813.83	0	0	0	1	117	$ 22,813.83				
					Kenedy			497.60	332.83	105	--
Kerr	72,341.29	1	71	11,222.85	4	300	58,497.00				
					Divide			425.76	307.63	41	--
					Ingram			408.14	262.06	236	--
					Hunt			425.76	638.66	38	--
					Kerrville			366.80	347.67	2327	144
Kleberg	347,472.18	2	1603	295,613.33	1	179	34,903.21				
					Ricardo			497.60	452.67	117	--
Lampasas	97,300.01	1	366	71,366.34	1	133	25,933.67				
					Lometa			408.14	377.06	276	--
Nueces	2,243,944.90	12	11273	2,132,233.23	3	235	45,822.65				
					London			497.60	592.66	100	--
					Santa Cruz			497.60	389.02	148	--
					Banquete			408.14	534.54	411	--
Ochiltree	21,253.91	0	0	0	2	109	21,253.91				
					Perryton			354.75	432.96	2401	--
					Waka			425.76	1,513.11	36	--
Pecos	65,321.65	1	200	38,991.00	2	135	26,323.65				
					Buena Vista			408.14	710.78	319	--
					Iran-Sheffield			393.14	811.01	528	--
Robertson	410,063.97	5	2003	351,344.45	1	100	19,499.00				
					Hammond			492.65	275.90	--	67
Trinity	157,941.90	2	700	136,477.69	2	110	21,488.90				
					Apple Springs			497.60	586.46	134	29
					Centerville			497.60	705.80	105	--
Tyler	169,641.30	4	609	118,704.40	1	261	50,892.39				
					Warren			393.14	636.63	553	69

		Under Title I Funds			Eligible But Not Participating						
								Per Pupil Expenditure		ADA	
County	Total Entitlement	No. of Districts	No. Students Allocated	Funds Allocated	Not making Application	No. Students Allocated	Funds Entitled	State Average District Size	1963-1964 Expenditure	White	Negro
Winkler	34,123.25	0	0	0	2	175	34,123.25				
					Kermit			$354.75	$477.04	2615	108
					Wink			408.14	774.00	437	23
Total					57	11,013	$2,147,424.81				

APPENDIX F

INSTRUCTIONS TO RATERS OF PART III EVALUATION REPORTS OF SPECIFIC ACTIVITIES AND SERVICES UNDER TITLE I ESEA

In order to arrive at some systematic and relatively standardized judgements about the effectiveness and innovativeness of various activities and services provided by local school districts under Title I, and to assess the soundness of the conclusions drawn about them, persons with special competencies from various divisions of the Texas Education Agency have been asked to read the Part III sections of the Annual Evaluation Reports of local districts and to rate them on these three dimensions. The rater should:

1. read
    - the relevant parts of the abstract of the district's Title I proposal
    - the abstract of the Part III evaluation of each discrete activity or service
    - (if needed) the actual Part III narrative
    - (if needed) other parts of the total evaluation report
2. decide how he would rate the activity or service in terms of
    - effectiveness in attaining its central objectives for pupil growth (See attached list)
    - reliability of collection, interpretation, and reporting of information in order to formulate valid conclusions
    - innovativeness (creativeness, imaginativeness) of the strategy or approach developed for the activity or service
3. circle the appropriate symbol which expresses his judgment for A, B, and C. Be sure to circle one symbol, and only one, in each category with the colored pencil designated for the type of activity or service being rated. Under C, if the symbol "1" is circled, try to capture the essence of the innovative idea in 5 to 10 words.
4. write his last name in the "Rated by" blank.
5. write in the District Name and the Region-Class in the blanks. (Region and Class are recorded on the tab of the folder. Region is an arabic numeral, Class is a capital letter.)

CENTRAL OBJECTIVES FOR VARIOUS ACTIVITIES AND SERVICES

Color Code	Activity or Service	Central Objective(s)
Red	Reading Instruction	Improve pupil's reading skills (comprehension, vocabulary, rate, interest)
Black	Language Arts Instruction	Develop pupil skills in speaking, listening, reading, writing (emphasis on first two)
Green	Health Service and Instruction	Improve conditions and practices of health and hygiene
Brown	Home Visits and Parental Involvement	Promote parental understanding, cooperation, interest, and support
Orange	Guidance and Counseling	Overcome problems of learning and motivation; Enhance self-concept and social interaction
Lt Blue	Pre-school Readiness	Develop concepts of language and numbers; fill in gaps in experiential background
Purple	Food, Clothing, and Supplies	Provide necessities for those who cannot afford them
Yellow	Instruction in Science, Math, Social Studies	Raise pupil's level of achievement in academic areas
Blue	Instruction in Fine Arts, Crafts	Enhance interest in, and enjoyment of, aesthetic and leisure activities; develop talents of pupils
Graphite	Library and Instructional Media	Provide a wide selection of materials and teaching aids, adapted to deprived children
Pink	Inservice Development	Promote fuller understanding of, and more wholesome attitudes toward deprived children; devise better adapted (innovative) instructional strategies
Helio	After-School Study Centers and Tutoring	Promote general achievement and interest in school
	Teacher Aides	Free teachers' time for professional functions

A. Effectiveness of Activity or Service (circle one with colored pencil)

+ +	substantial progress toward objective
+	some progress
0	very little or no progress
-	actual decrement or loss
?	cannot be determined from info given
( )	Check here if varying degrees of progress were reported for sub-groups (grade levels, schools, sexes, ethnic groups, mental ability levels, etc.)

B. Reliability of Evaluation Design (circle one)

1	highly reliable -- sound conclusions drawn and extensive evidence given
2	fairly reliable -- some summary statements made, limited evidence presented
3	unreliable -- generalizations made without supportive documentation
4	cannot be determined -- no conclusions made or evidence given

C. Innovativeness of the Strategy (circle one)

1 highly innovative -- did something new or did an established thing in an entirely new way. Briefly indicate:

____

____

2 somewhat innovative, but not strikingly

3 routine, or run-of-the-mill

Evaluated by (last name) ________________________

District Name __________________ Reg-Class __________

APPENDIX G

INNOVATIVE EVALUATION DEVICES

From junior high special reading class

"Houses and Colors"

Shouting girls -- chirping birds;
Honking horns,
Noise of a child.

. . . . . .

Carpet of green grass,
A red car --
Girls' dresses of green,
Yellow and gold,
Pink and violet, tan and blue. .

. . . . . .

Blue sky with white clouds
passing by;
Red roses climbing a fence.

--- by Vidal Soto

"Of these I Sing"

Right out our door we see
and hear things full of life —
Young people laughing, honking
horns, squealing brakes —!

. . . .

Just some of the things in
our World. Aren't you glad
you live here?

--- by Peggy [illegible]

Sharyland ISD
Class D
Region 3

First Grade

Beginners

Name of Student	[illegible] Teacher Evaluation of pupil's progress in reading, Math & Oral Language
	Entered in September. She spoke no English and understood a very little. She now speaks, reads and comprehends quite well. She is in the highest Reading group. Her writing is above average; and she is good in Math. Her attention span is very short. Her interest in other things prevent her from becoming one of the highest in the class.
	A tiny little girl; seems a bit immature. She has learned to speak, read and comprehend English very well for her age level. Her writing needs improvement. She is average in Numbers.
	An average Latin-American boy - a bit lazy, could do better if he tried a bit harder. He has learned to speak English very well. He reads very well (in the first Primer). He comprehends what he reads. He writes fairly well. Average in Math.
	Small for his age. He could be a very good pupil but is too lazy or tired to attempt any work that is a bit hard. He has learned to speak English quite well. He reads with the 2nd Reading group(First Primer). He is poor in Math. He could be good in writing if he would put forth a bit more effort.
	Reads, speaks and understands English very well. He knew no English at all when he started last September. He is a very good pupil. He tries to do all his work, and to do it well. He is attentive. Good in Math, Fair in Writing.

New Cafeteria

Madisonville I.S.D. T-1

Old Cafeteria

Madisonville ISD

Madisonville ISD
Class D
Region I

MADISONVILLE INDEPENDENT SCHOOL DISTRICT

A total of 253 pupils grades, 1-12, received free, hot lunches in the new cafeteria which was built with Title I funds.

The cost of the building, and equipment was $11,852.00. The cafeteria was completed in February, 1966 and was used until the end of the school year. A total of $13,241.00 was spent to feed the 253 children from February to May.

Marble Falls ISD
Class D
Region 7

* , a fifth grader, has decidedly improved the last month or so. This eleven year old, appeared under nourished, emotion-upset, constantly complaining of headaches, stomach pains-nausea and vomiting.

I visited 's mother- seeking a solution. She is expecting the fifth child. Mr. wasn't working at this time. I am told that he is now. Mrs. told me she had taken to the doctor, but could not afford to pay prescription cost. I explained Title 1 program- she was pleased.

I checked with the doctor; he confirmed that needed the prescription badly. This was done; he was absent several days during this time. I made home visits- checking, hoping the medicine was being taken properly. I think it was.

enjoyed the attention he received from this department. Children need, as everyone should know, kindness and lots of love as well as food to grow properly, and become well adjusted people. I felt this had been denied in this case. His usual complaints continued. I questioned that breakfast was being eaten- the reply was "got up too late". After this, and his sister, a first grader were eating lunch at school, provided for by Title 1.

Routine screening found and to be in need of dental care. Each had five or six cavities. They were taken care of by Title 1.

On May 23rd, I saw - he has improved healthwise- gained weight. His teacher reports progress in his school work. I feel as if has been well cared for. New glasses by the Rotary Club, and new shoes from L. C. R. A. Lunches and dental service provided by Title 1; administered under the supervision of Superintendent of Marble Falls School program. A follow up will be forth coming in the 1966-67 school year.

I am certain this statement came from the heart a short while ago. I asked "How are you?" He answered, " I never felt so good, Mrs. ". The grin cinched any doubt.

Recommendation: 1. Improved home life.
    1. Educational help for parents.
2. Continued help from Title 1
3. A summer recreation program.

*All references to names have been deleted.

Poteet ISD
Class D
Region 7

May 21, 1966

SUPERINTENDENT
Mr. John B. O'Dowd, Jr.

PRINCIPALS
Mr. Sanford Engelberg - H.S
Mr. Gene Garrett - J. H.
Mrs. Ruth Davis - Elem.

POTEET PUBLIC SCHOOLS
ACCREDITED
SOUTHERN ASSOCIATION OF COLLEGES
AND SECONDARY SCHOOLS
P.O. BOX 138 - A.C. 512 - PI-2-2322
POTEET, TEXAS

BOARD MEMBERS
Mr. Charles S. Tuttle, President
Mr. Rudy S. Fan, Vice-President
Mr. L. A. Hooge, Secretary
Mr. M. Willie Amaya
Mr. Allen A. Anderson
Mr. Cleo Rogers
Mr. Robert R. Scallorn

Dear (TEACHER)

I'm writing you this few lines to say "hi" & hope you're fine as I remain. Well we got here fine nothing happened on the way over here only that it rained. We got here Friday morning.

Thanks To God

Well I don't have much news only that the people say it snowed it probably did cause it's pretty cold overe here in Michigan. We haven't started working yet but we'll probably start in a week or two.

I'm not going to school yet but I'm going in Ohio, I was planning to be a dropout but school is better than to be at home cause If I finish school I can get a good job. So now I'm planning to graduate and get a good job. If I don't stay in the nineth grade. Well I think thi is all the news I've got, I'll have more news next time. "Good-bye."

Sincerely Yours
(PUPIL)

"Excuse I my writing but I couldn't go straight."

Lancaster ISD
Class C
Region 6

Rocky Crest School
Eighth Grad April 12, 1966

How This Reading Course Has Helped Me

During these few months that I have been going to this Reading course, I have been able to read better, Spell, pronounce words and break larger words into syllable. I think this course should go on for many more years. It really have help me. Who ever was sponsor of this reading course, really had a good idea, and I'm very thankful of them for helping me and many more children like me. I also like to thank Mrs. because she has been a big help to me and the other children at Rocky Crest School.

Lancaster ISD
Class C
Region 6

Since I have taken this reading course I find it easier to pronounce words an spell them. Usually I find reading a drag but since I've taken this course it has become easier for me to read. I wish I could have had this course sooner but since I am planning to go to college I find it a worth while course.

Liberty Hill ISD
Class E
Region 7

Case Studies
Reading 1

In some instances the reading program was effective in helping students adjust to the school situation. For example, ________, an eighth-grade girl, was considered the most unreachable child in school. She would not answer a question when it was addressed to her, and kept her head down during class. The other children had very little to do with her, since she ignored their overtures. Her home situation is far from being ideal. She is the oldest of six children. She and her five sisters were unwillingly taken from an orphanage by an aunt. The children live in a tiny cottage with the aunt. The aunt's husband works away from home during the week and is at home on the week ends. At home, _______ has most of the responsibility for the house and children. At the start of the program, this child was very hostile toward the reading program and the audio-visual aids. She scored 3.9 on her first Gates Reading Survey. She was placed in a class with 6th and 5th grade girls who read at about the same level she did. Instruction was designed to be meaningful but simple. She was given individual help not only in reading but her other subjects as well. Glasses were purchased for her. After a month of instruction she remarked "I used to hate this reading, but now I wish I could stay up here all day." From that time she confided in the teacher and aide about her school and home problems. One time when a fight with another eighth grade girl seemed imminent, she asked the reading teacher to intervine. Several of her teachers have remarked upon her neater appearance and changed attitude in her other classes. On the final Gates Reading Survey she scored 7.9.

APPENDIX H

AVERAGE DAILY ATTENDANCE, AVERAGE DAILY MEMBERSHIP RATES, AND PERCENT OF ATTENDANCE FOR TEXAS SCHOOLS 1964-65

GRADE		ADA*	ADM**	PERCENT OF ATTENDANCE***		
12th	White	104,695.45	111,744.38	93.70	93.49	93.96
	Negro	13,016.09	14,163.66	91.90		
11th	White	114,333.97	121,637.76	93.99	93.60	
	Negro	15,496.64	17,067.86	90.78		
10th	White	130,155.43	138,194.81	94.18	93.71	
	Negro	19,284.58	21,273.60	90.64		
9th	White	140,971.28	149,332.39	94.40	93.97	
	Negro	22,041.98	24,144.94	91.28		
8th	White	148,240.05	156,666.23	94.62	94.31	
	Negro	24,474.12	26,465.39	92.47		
7th	White	160,546.57	169,511.67	94.72	94.40	
	Negro	25,824.91	27,919.64	92.49		
6th	White	165,892.89	174,272.18	95.19	95.00	94.89
	Negro	27,219.09	29,002.10	93.84		
5th	White	170,389.41	179,152.86	95.11	94.89	
	Negro	28,572.62	30,517.96	93.61		
4th	White	171,749.55	180,707.67	95.04	94.79	
	Negro	29,870.70	31,986.60	93.37		
3rd	White	176,702.68	186,088.45	94.96	92.46	93.81
	Negro	31,597.73	33,872.41	93.27		
2nd	White	180,512.37	191,138.28	94.44	94.16	
	Negro	33,315.13	35,957.78	92.64		
1st	White	190,314.80	204,604.19	93.02	92.71	
	Negro	34,746.90	38,160.01	91.04		
Ungraded Pupils All Classes	White	20,236.88	22,406.38	90.31	90.31	
	Negro	5,030.69	5,572.85	90.29		
	TOTAL	1,874,741.34	1,985,457.25	94.42	94.13	
		310,491.18	336,104.80	92.37		

The above data was compiled from the Superintendent's Annual Report, 1964-65.

*Average Daily Attendance - aggregate attendance divided by days taught
**Average Membership - aggregate days of membership divided by days taught
***Percent of Attendance - aggregate attendance divided by aggregate days of membership

AVERAGE DAILY ATTENDANCE, AVERAGE DAILY MEMBERSHIP RATES, AND PERCENT OF ATTENDANCE FOR TEXAS SCHOOLS
1963-64

GRADE		ADA*	ADM**	PERCENT OF ATTENDANCE***		
12th	White	83,485.32	88,767.41	94.04	93.81	94.31
	Negro	11,157.05	12,114.76	92.09		
11th	White	115,872.94	122,670.75	94.45	94.09	
	Negro	14,362.75	15,733.03	91.29		
10th	White	128,022.46	135,336.09	94.59	94.13	
	Negro	17,916.23	19,695.77	90.96		
9th	White	139,791.31	147,525.83	94.75	94.30	
	Negro	21,117.93	23,103.10	91.41		
8th	White	142,071.46	149,706.15	94.89	94.51	
	Negro	22,961.02	24,907.30	92.21		
7th	White	155,225.12	163,368.34	95.01	94.60	
	Negro	24,011.60	25,882.39	92.77		
6th	White	159,236.48	166,997.59	95.35	95.07	94.98
	Negro	26,173.04	28,023.98	93.39		
5th	White	167,447.46	175,697.46	95.30	95.02	
	Negro	27,451.88	29,401.58	93.37		
4th	White	172,252.35	180,961.98	95.18	94.86	
	Negro	28,984.77	31,160.17	93.02		
3rd	White	173,053.50	182,106.89	95.02	94.69	93.70
	Negro	30,463.47	32,817.52	92.82		
2nd	White	178,603.00	189,493.67	94.25	93.95	
	Negro	32,097.33	34,759.29	92.34		
1st	White	193,880.41	208,370.88	93.04	92.63	
	Negro	37,153.62	41,035.85	90.54		
Ungraded Pupils All Classes	White	17,122.17	18,978.89	90.21	90.19	
	Negro	4,183.51	4,646.39	90.06		
	TOTAL	1,826,063.99	1,929,981.93	94.50	94.20	
		298,034.20	323,281.13	92.58		

The above data was compiled from the Superintendent's Annual Report, 1963-64.

*Average Daily Attendance - aggregate attendance divided by days taught
**Average Membership - aggregate days of membership divided by days taught
***Percent of Attendance - aggregate attendance divided by aggregate days of membership

AVERAGE DAILY ATTENDANCE, AVERAGE DAILY MEMBERSHIP RATES, AND PERCENT OF ATTENDANCE FOR TEXAS SCHOOLS

1965-66

GRADE	ADA*	ADM**	PERCENT OF ATTENDANCE ***	
12th	117,480.48	126,033.51	93.21	93.72
11th	134,140.74	143,702.13	93.35	
10th	152,586.20	163,329.48	93.42	
9th	172,559.25	184,184.31	93.69	
8th	179,688.44	191,135.94	94.01	
7th	195,074.54	206,938.32	94.27	
6th	197,771.38	208,470.48	94.87	94.79
5th	200,196.85	211,233.06	94.78	
4th	206,802.67	218,331.24	94.71	
3rd	211,260.96	223,348.56	94.59	93.81
2nd	212,502.86	225,698.96	94.15	
1st	228,314.32	246,045.70	92.79	
Ungraded Pupils All Classes	28,013.10	31,046.37	90.23	
TOTAL	2,236,391.79	2,379,498.06	93.99	

The above data was compiled from the Superintendent's Annual Report, 1965-66. Race breakdown, however, was not available for this reporting period.

* Average Daily Attendance - aggregate attendance divided by days taught

**Average Membership - aggregate days of membership divided by days taught

***Percent of Attendance - aggregate attendance divided by aggregate days of membership